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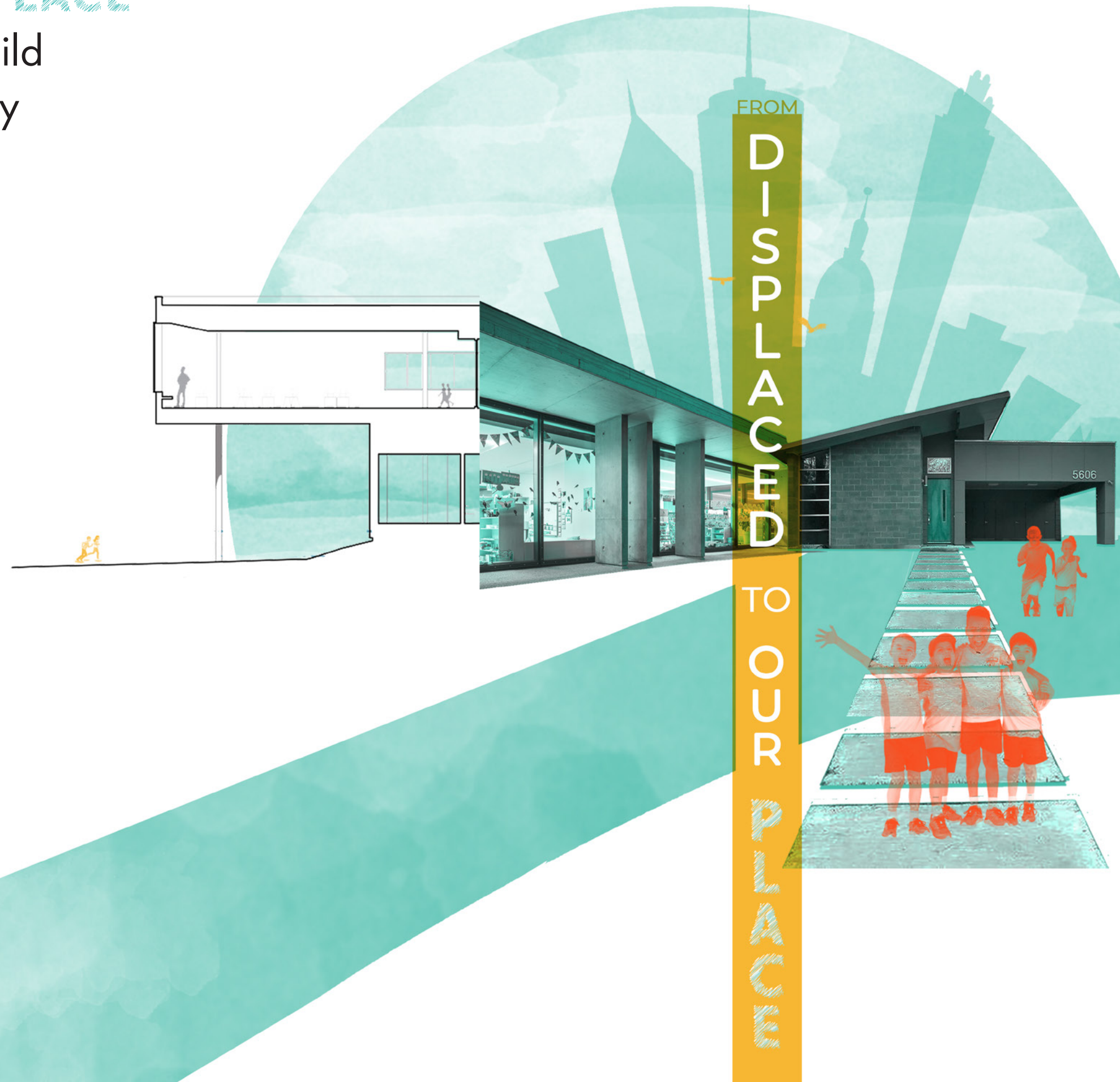
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FROM DISPLACED TO OUR PLACE

Using an Educational Narrative to Build Community in a Displaced Community

Morgan Frederick, Department of Architecture

Research Mentor: Kathryn Bedette



Kennesaw State University
Department of Architecture_ College of Architecture and Construction Management

Thesis Project Title: From Displaced to Our Place: Educational Environments can Promote a Community’s Health and Well-being

Thesis Collaborative 2019-2020

Student’s Full Name: Morgan Ashleigh Frederick

Primary Advisor: Kathryn Bedette

External Advisor: Sophia Tarkhan

Thesis Summary:
Thomasville Heights is a displacement neighborhood for people pushed out by Atlanta’s Urban Renewal projects. Thomasville Heights remains a casualty of a system of economic segregation. Under this system of segregation these neighborhoods are left in detrimental states. It is in places like Thomasville Heights where the phrase “place matters” becomes a call to action. A town of 6000 residents and only one elementary school, Thomasville heights is bordered by multiple freight yards, a cemetery, landfills, and Atlanta’s US penitentiary, just a 5-minute walk from that one elementary school. There remains a vast difference between that of low-income urban, and suburban school facilities that has drawn little attention.

My thesis examines the role of an elementary school in a low-income community. While it is accepted practice to use school facilities for community functions; community and educational design, remain in separate fields. By creating an interdisciplinary approach to community and school design; new strategies can be implemented to use combined educational grant and community development funding. By turning elements of the school inside out and extending the reach of the school into the community, this thesis will create a new strategy for designing educational neighborhoods in low income urban communities.

This calls for planners, administrators, and architects to take an aggressive position on integrating design practices between schools and communities, especially in low-income areas, where financial and familial resources can be low, or otherwise not available. By fostering a relationship at many levels of a school’s environment, this project creates a framework for the design of a didactic neighborhood, developing tactics of designing with nature, spatial sequencing, materiality, and playfulness. Architecture can facilitate a learning experience that also happens outside of the school walls, resulting in an approach which promotes education and wellbeing for the students and the community.

From Displaced to Our Place

Educational Environments can promote a Community's Health and Well-being

Project Location: Thomasville Heights, Atlanta, GA

Request for Approval of Thesis Research

Project Book Presented to:

Kathryn Bedette Primary Advisor

Sophia Tarkhan, External Advisor

Liz Martin-Malikian, Thesis Coordinator

Tony Rizzuto PhD., Chair of Department

and to the

Faculty of the Department of Architecture

College of Architecture and Construction Management

by

M o r g a n F r e d e r i c k

In partial fulfillment of the requirements for the Degree

Bachelor of Architecture

Kennesaw State University

Marietta, Georgia

May 1, 2020

Declaration by the Candidate

The Thesis titled “From Displaced to Our Place” is a requisite of the Bachelors Program in the Kennesaw State University Department of Architecture . This thesis was completed by the undersigned in August 2019-May 2020. The Supervisor was Professor Kathryn Bedette. The undersigned hereby declares that this is his/her original work and has not been plagiarized in part or full from any source. All referenced work is cited.

Name of Student	Morgan Frederick
Date	05.01.2020

Acknowledgments

Thank you to all those before me who put hard work and effort into researching better, safer environments for our children.

Thank you to my mom, my biggest cheerleader, and my Dad, you two have provided for me without question and aligned me on a road to success my entire life and never doubted what I could do, even when I did.

And the rest of my family, my little cousins, who continue to lift me up and be both inspired and inspiring in all of my efforts.

And my Grammy, you are and always have been a gift that never stops giving. You are all so lovely and you all made this journey that was never easy, very worth it.

Thank you Professor Bedette for being an attentive and challenging advisor, even in the unforeseen 2020 pandemic; you kept pushing me to do my best, and I am very proud of what we were able to accomplish.

Thank you to all of my friends who cheered me on and told me that I could get through it, your kind words and support definitely brightened some tough days in my Thesis process.

I am so grateful for everyone who has been involved in my journey, no matter the size of your role; you helped me create a framework for something beautiful.

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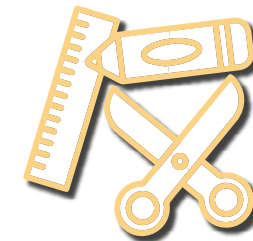
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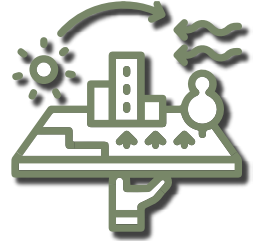
2 RESEARCH



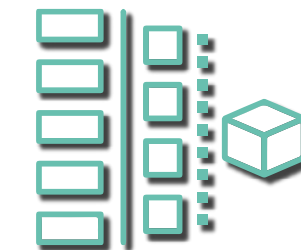
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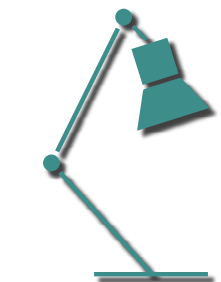
4 PROGRAM



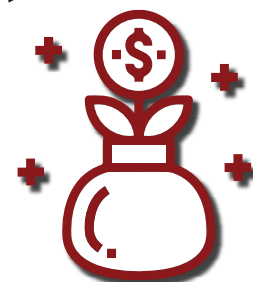
5 DESIGN



6 CONCEPT FOCUS



7 DEVELOPMENT



REFERENCES



ABSTRACT



Fig2

I spent my life in a bubble. Literally the town I lived in was called the bubble, Peachtree City, Georgia; a land of golf carts and large expensive homes. Here everyone had the same opportunity to walk safely to school, and learn in a safe environment, but those environments change from community to community.

In 2019 I decided to become head of marketing for the No Worries Project, an initiative dedicated to bringing community development to under-served neighborhoods and schools around the Metro Atlanta area. One of the communities our initiative is focusing on is that of Thomasville Heights, a displacement community for people pushed out by Atlanta's Urban Renewal projects.

Thomasville Heights remains a casualty of an underlying system of economic segregation. Under this system of segregation, neighborhoods like Thomasville Heights are left in detrimental states as low-income groups without the means or interest in community investment are moved to new apartments made to house the displaced. **It is in neighborhoods like Thomasville Heights where the phrase "place matters" becomes a call to action.**

Bordered by a US Penitentiary, a number of landfills, a cemetery and multiple industrial freight yards, the Thomasville Heights Neighborhood has around 5000 residents and only one immediately local elementary school. America's public education system receives attention, prompting studies and proposals to amend traditional classroom structure. **But in this, there is a large difference between urban and suburban school facilities that has drawn relatively little attention.** This thesis examines the role of an elementary school in shaping an urban community. While it is accepted practice to use school facilities for some community functions, community and educational design remain in separate fields. By creating an interdisciplinary approach to community and school design along with a new approach to didactic neighborhood design that can allow funding of both community design and education to stretch further in under-served neighborhoods.

This way **educational grant funding and community development funding can be combined** -- turning the school inside out and extending the reach of the school into the community.

This calls for planners, administrators, and architects to take an aggressive position on integrating the design practices that occur between schools and communities, especially in low-income areas, where both financial and familial resources can be low, or otherwise not available. **By fostering a relationship at all possible levels of a school's environment, this project creates a new framework for the design of a didactic neighborhood;** with tactics of designing with nature, spatial sequencing, materiality, and playfulness for creating new external learning environments throughout a community. Architecture can facilitate the experience a learning experience that happens outside of the school walls, developing a mindset of togetherness, promoting the wellbeing of students and community within the Thomasville Heights Neighborhood.

FIGURES

Figure 1. Icons from the NOUN Project. Edited by Author.

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Section TWO

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Section THREE Site Information

Figure 16. Maps Sourced from Google.

Figure 17. Icons Sourced from Noun Project. Edited by Author, Image by Author. Info from <https://www.point2homes.com/US/Neighborhood/GA/Atlanta/Thomasville-Heights-Demographics.html> | <https://statisticalatlas.com/neighborhood/Georgia/Atlanta/Thomasville-Heights/Overview> | <https://www.niche.com/places-to-live/n/thomasville-heights-atlanta-ga/residents/>

Icons (NP) Information from research on learning environments.

Figure 18. Image by Author. Inspired by the work of Peter Tarkha.

Figure 19. Image by Author.

Figure 19.1. Image by Author. Using Lumion Rendering Software and Adobe PS.

Figure 20. Image by Author.

Figure 20.1. Image by Author. Using Lumion Rendering Software and Adobe PS.

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The final product of this portion of the project will be posted on the Kennesaw State University Digital Commons on May 1st 2020.

**Figures organized following the order of the published thesis page numbers.

** For Best viewing of this project in its totality please download to Adobe Acrobat select: view > Page Display > 2 Page View or follow the link below to [issuu.com](https://issuu.com/morganashleigharch/docs/morgan_frederick_thesis_our_place_05.01.20) for the project Synopsis:

https://issuu.com/morganashleigharch/docs/morgan_frederick_thesis_our_place_05.01.20

1 Investigations

Understanding this Thesis

SYNOPSIS

INTRODUCTION

With development a constant factor in the displacement of existing low-income families in the city of Atlanta, the Thomasville Heights community remains only one of many casualties of a standing issue. Bordered by multiple freight yards, a landfill and a US Penitentiary, the community is left undesirable and in many cases forgotten. Within the community there is one centrally located school, a recreation center and multiple abandoned church yards which all have potential to facilitate growth within the community limits.

RESEARCH

This community stands at the edge of Atlanta. Not located close to any of the cities new developments, thus not warranting any immediate change in the area. This thesis focuses on generating a new dialogue around the potential of the connection of the environments of community and education. Thus, the research is based on developing successful a successful sense of place for the community of Thomasville Heights, Atlanta.

PROPOSITION

To develop a narrative around the relationship of community place-making and didactic environments.

RESEARCH OUTCOMES

- Effective community spaces that formulate a didactic neighborhood environment for this community of people from different user groups.
- Makerspace- Community engagement is key to this proposal. A makerspace element will provide a place for the community to learn new skills and develop existing ones, while providing a space for them to create and add into the didactic narrative being developed.
- The identity of the Didactic elements and the purpose they provide for each user group play a large role in the success of developing place.
- Consideration of the Life for which this is for, then the space(s) enclosing it, and finally the built structures is what should be considered as a framework approach to the design of this new community of "place."

LEARNINGS FROM CASE STUDIES

When considering the success of a design such as this, the project must consider the existing identity of the area, the history and context of the community. Considering the feasibility of the design in a low income area becomes important as well, thus material and construction methods are key factors to develop and understand. Investing in the existing context provides passive design opportunities for design decision making.

DESIGN CONCEPT

The concept of this design investigation is inspired by a quote from Jim Rohn--"Whatever good things we build end up building us." This school of thought leads the concept of this project as learning is cyclical, those who are involved in the building processes of the design, and those effected by it are in the end the same.

DESIGN DEVELOPMENT STRATEGIES

Development of the design has been fulfilled based upon those factors previously mentioned and those factors to be mentioned in the following research - site context, economic conditions of the Thomasville Heights community, availability of site(s), movement on and along sites, and relationship of function and user experience.

Reasoning

The school environment, specifically that of the public school, is one in which over 90% of the US population will find itself in. In order to achieve success, the US citizen is at some point required to become part of the surrounding education system. Youth education in the US is important and controversial because of how formative those years are for future societies.

In this thesis an investigation of the state of education an analysis will be done of the existing conditions of public schools in the country. It will first begin with analysis of existing data of school performance, analyzing school success along with school funding, and retention rates.

Investigation of the architecture of chosen school environments will be done, this will lead the development of what is to be proposed. Concerns around schools that have been raised are centered around but not limited to;

What is learned and how?

Who is teaching?

How much people are paying for education?

While some schools are successful in the evaluation of these questions; many schools like that in the site neighborhood

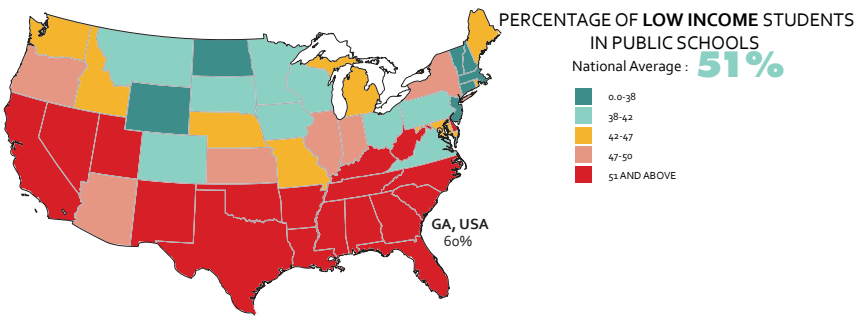


Fig3

Thomasville Heights

The existing community of Thomasville Heights, Atlanta, GA brings to attention a long standing division between the accessibility of quality educational and community spaces. In response to the centralization of Atlanta with new developments such as the beltline, neighborhoods like Thomasville Heights become nodes of displacement.

Bordered by multiple freight yards, landfills and a US Penitentiary, this area is labeled as undesirable due to the surrounding context. It does not have infrastructure that supports a community, but that which in the long run devalues it. There are not many businesses or business influencing programs in the area, leaving high opportunity for new infrastructure to be implemented and explored.

Thomasville Heights is a community that never had a sense of place but its residents have always made effort to make it livable, but how can the neighborhood give back to the inhabitants, what can be brought to the community of Thomasville Heights to do this?

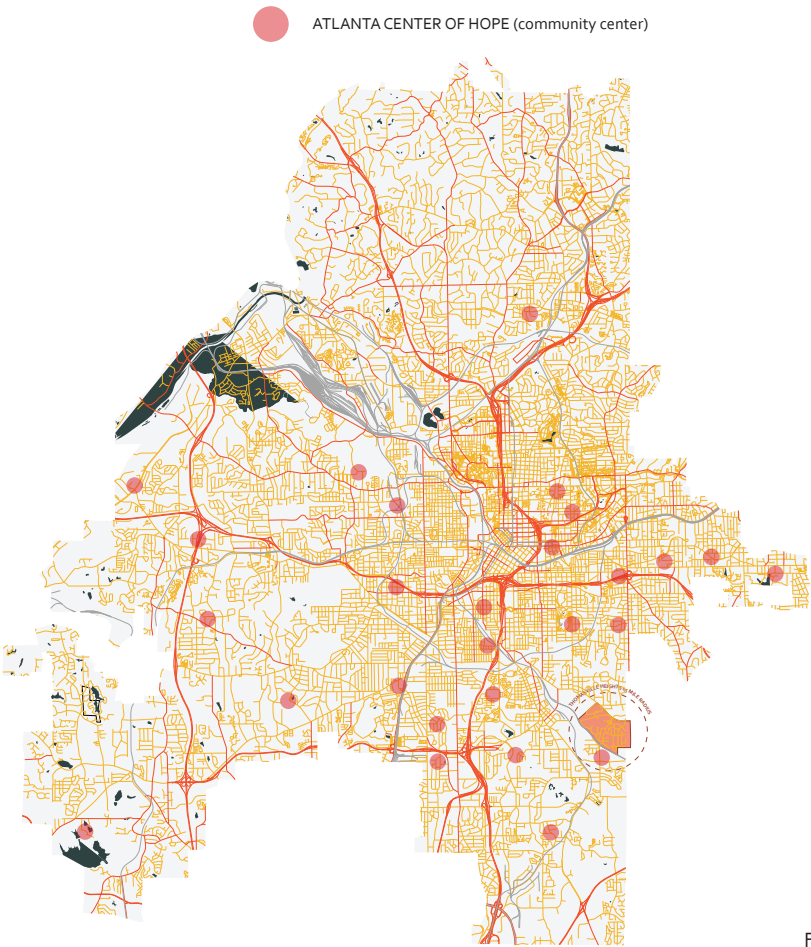


Fig4

Identifying Need

The community has a massive opportunity to demand places which influence business operations, education and growth. This Neighborhood, introduced in 1967 is only known now as a place of displacement and the undesirable. These circumstances have left the neighborhood t in a state in which it is not optimizing its full potential.

Thomasville heights is located at the border of South Atlanta. It is a community of many ages, 48.8% of them children, but within the neighborhood limits, there is only one building for education, Thomasville Heights Elementary School.

Education in lower income communities receives less attention and support than educational programs in other areas. The location of prison facilities is correlated to the location of crime, and educational success. In communities where resources are less available, the educational success of the students reflects this.

Other means of educational growth must be found in communities like Thomasville Heights. The biggest resource that this community has is its people, showing the people this is the key to this thesis.

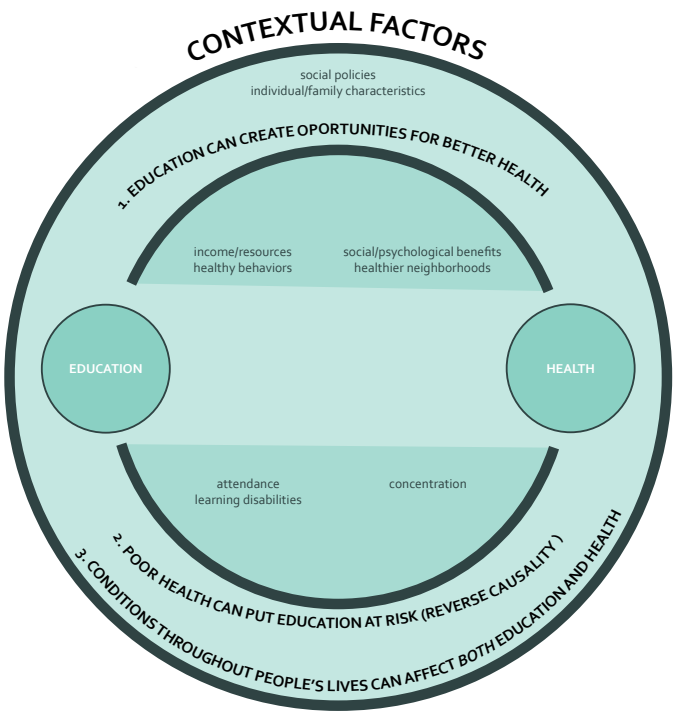


Fig5

Design Intent

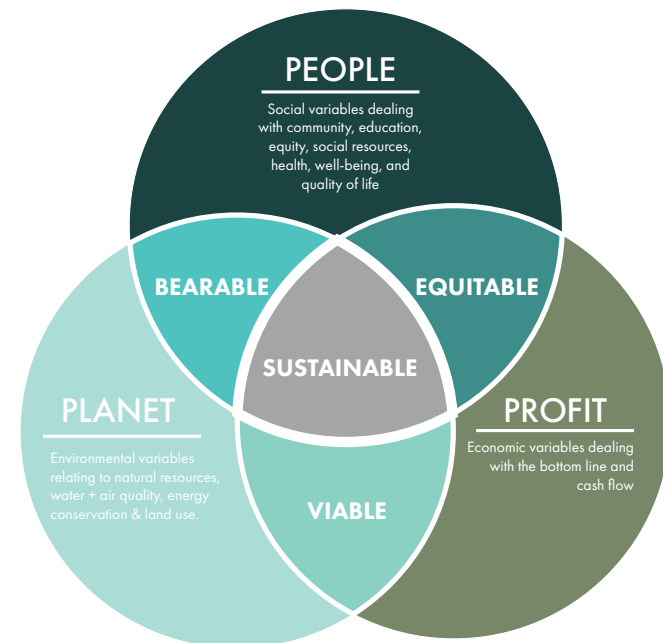


Fig6

The intent of the design(s) in this thesis is to create conversation about a new environment within NPU-Z or Thomasville Heights Atlanta. To create this conversation the first step is to know the area. This thesis goes through the architectural process of research and analysis, concept development, design development and design realization. In the end a proposal for a new type of neighborhood environment will be created.

This new neighborhood design will include;

- Phasing Proposal
This design includes not only a central building, but also a series of smaller design instances (follies) to be integrated within the community as well.
- Design Proposal for a THE Makerspace
The proposed maker space will be able to house 40 people at a time, with a woodshop space, metal workshop space, offices, class areas, and outdoor learning environments.
- Understanding of a new sustainable model for community development through understanding of the triple bottom line and its connection to community design.

In the end, a conclusive design that incorporates the Thomasville Heights community into the idea of a developing urban environment will be proposed through this thesis.

Proposition

To develop a narrative around the relationship of community placemaking and didactic environments.

Fig7





Fig8

Project and Site Selection

Why Thomasville Heights?

The Thomasville Heights community is in an area of Atlanta that has been forgotten about and chosen as an ‘undesirable’ neighborhood. But the areas around it are continuing to grow. The community sits on Atlanta’s Moreland Avenue, a major connector for Atlanta, it is surrounded by several land fills and freight yards, the Atlanta US Penitentiary, and the slowly deteriorating Starlight Drive-In Theater.

To many all of these programs would be off-putting, they cast a shadow on any neighborhood within a mile radius. But people live within this radius, in Thomasville Heights. Opportunity to learn and achieve better environments should be available to all types of communities.

Within the community there is the elementary school, a recreation center and the residences, all forming the area that is Thomasville Heights. The school, has acres of under-utilized land, and facilities that are non conducive to the learning environment of today’s children. The same goes for the Recreation center., ample community space, but nothing that pushes the community to use it.

It is because of the existence of these sites and their proximity to each-other and centrality within the neighborhood, that this site has been chosen as the nexus for a new **Didactic Environment.**

Need for Place

The T.H community is in one of 25 Neighborhood Planning Units in the city of Atlanta. The median age of the population is 29 with a majority of the residents being female. Most of the households are single family homes to African American mothers.

In a Neighborhood like Thomasville Heights, where a large percentage of the population happens to be single mothers, to their detriment attract high probabilities of crime and other unwanted activities. In these neighborhoods it so occurs that there is a 17 percent increase in juvenile crime.
"But the conventional assumptions about the root causes of crime -- and thus the solutions -- are wide of the mark: poverty and Unemployment."

In each stage of life; Early Infancy, mid-childhood, adolescence, "the lack of dedication and the atmosphere of rejection or conflict within the family diminish the child's experience of his personal life as one of love, dedication, and a place to belong. Instead, it is characterized increasingly by rejection, abandonment, conflict, isolation, and even abuse. He is compelled to seek a place to belong outside of such a home and, most frequently not finding it in the ordinary community, finds it among others who have experienced similar rejection."
This thesis begins to ask, how this cycle of a childhood feeling of rejection or not belonging can be avoided, or at least diminished in a neighborhood like Thomasville Heights. With the implementation of new community and educational development programming, progress and a new community environment can be introduced.

Finding Place

"However, it will take real leadership -- leadership through ideas and passionately meant words -- to inspire us all to cooperate in rebuilding our marriages, families, neighborhoods, and communities. That is the appropriate work for America's political leaders and statesmen."
In his research, Patrick Fagan investigated communities and the correlation between household size and crime in inner city neighborhoods, it is pointed out the it takes leaders to acknowledge the things that need to be addressed and to take steps to make better environments for the inhabitants. (Fagan)

The figure shown to the left exhibits the phases through which community and education development go. In this cycle, the awareness of the risks of making and not making change is risen. From there information is understood and distributed about the possibilities,, next it is determined .What the community's capacity to act is; what resources are in existence what is the motivation and skill level of the inhabitants? Next action must be taken to develop steps toward cultural change , or bettering the long term existence of the neighborhood.

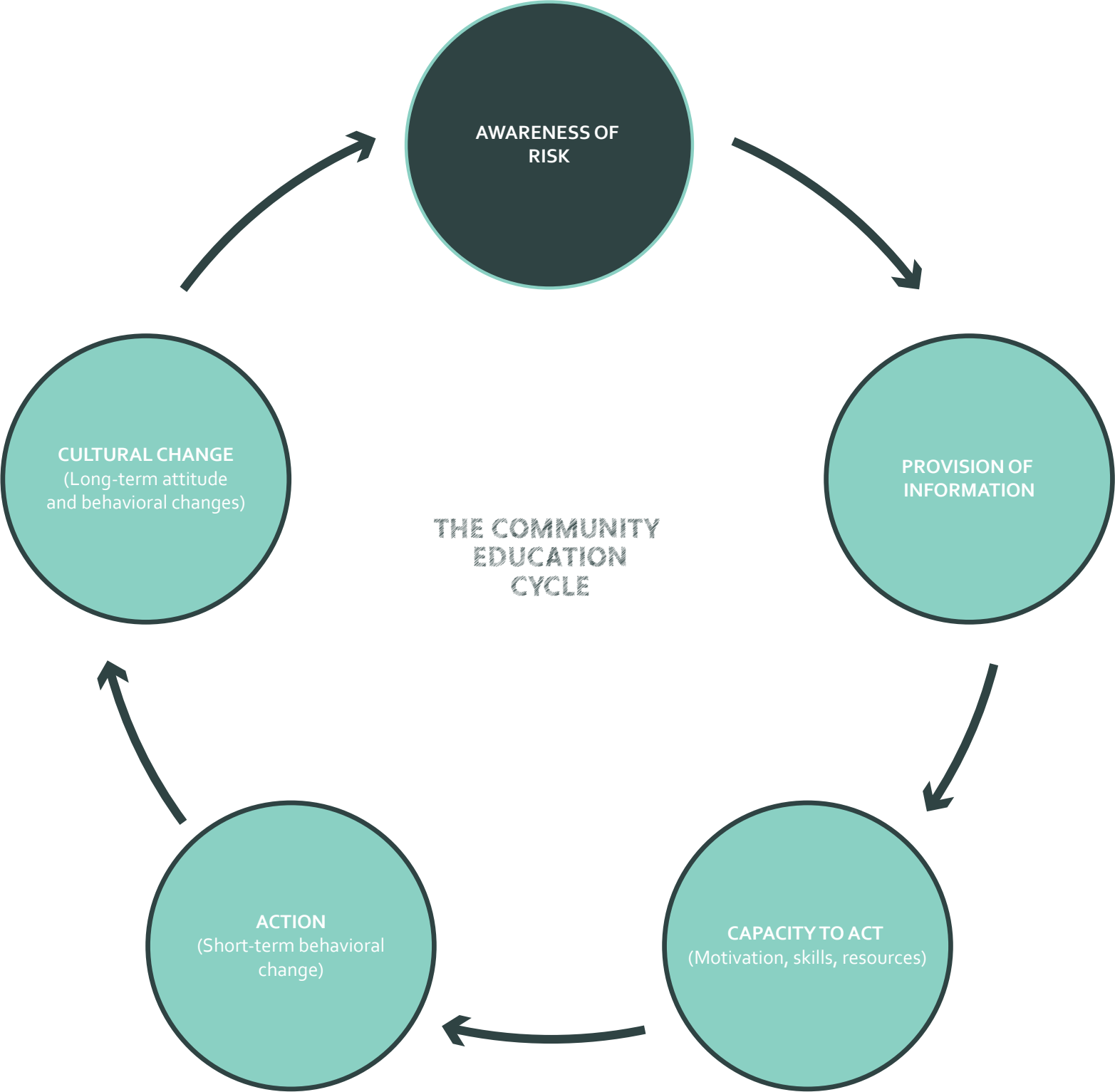
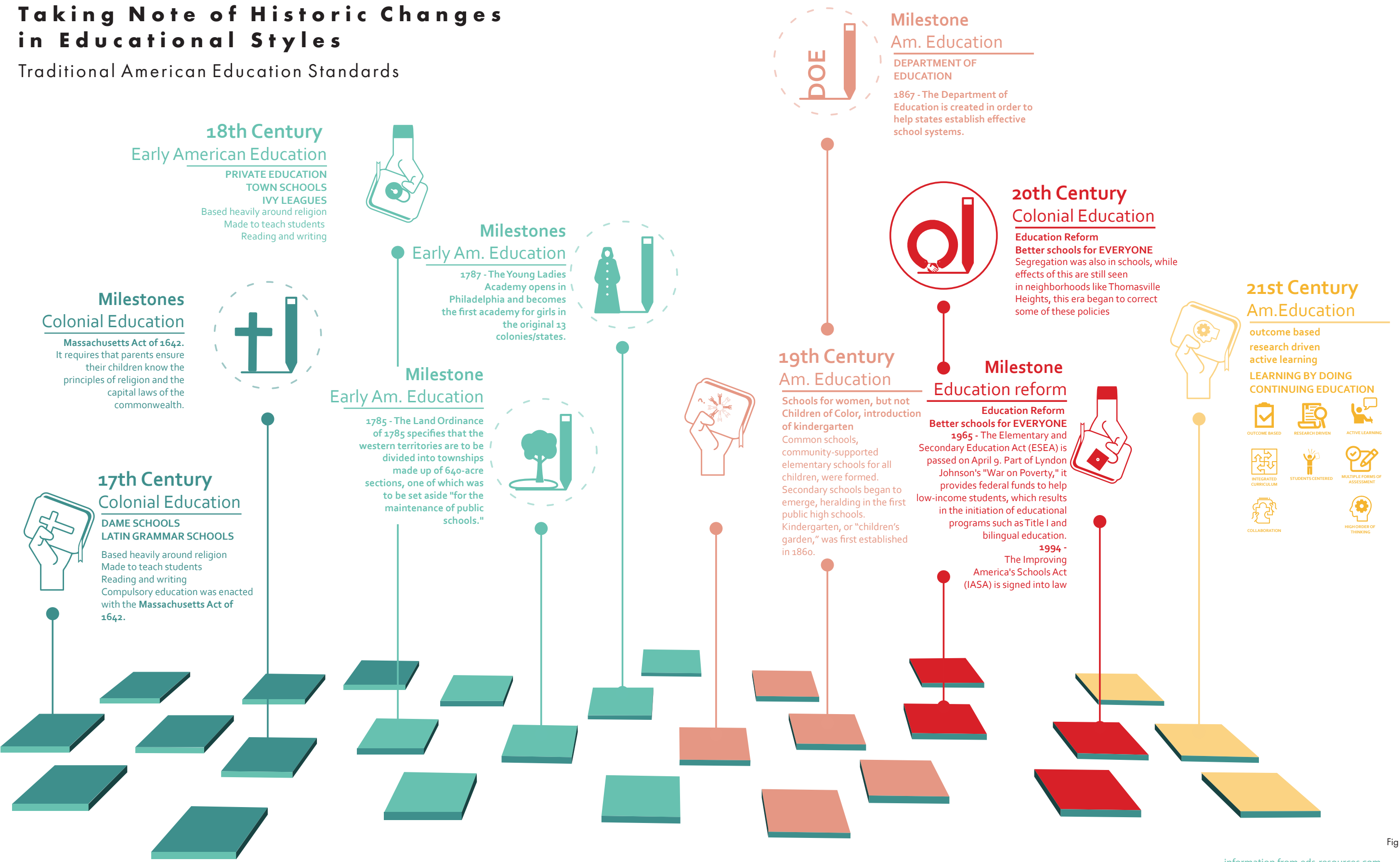


Fig9

Taking Note of Historic Changes in Educational Styles

Traditional American Education Standards



information from eds-resources.com



Community and Education

There have been efforts made in regards to bridging the relationship between community and education . DOE has acknowledged that there are calls to action even at a parent-faculty level.

NOW how can the architectural environment benefit from a building upon this relationship.

By bringing awareness of the possibilities within the neighborhood, and letting everyone know that they can play a part in communal growth, Thomasville Heights has the opportunity to give itself a sense of place. This means coming up with a plan that involves All sectors; politicians, architects, planners, education and the residents should be involved in the process of developing this new “place” or environment for the community.

This chart (figure 16) came from a dual capacity framework plan for family-school partnerships. This framework was developed by Karen Mapp to guide schools into a relationship with their communities and others who could be involved. A framework such as this begins to line up what this community could do to build a more linked relationship.

Fig11

A Place that Makes

Today's Transition

This thesis will investigate the most recent changes in schooling to date. The goal of this is to look into how the age of "information " and the conceptual movement have pushed those making decisions within the school system.

Questions such as what innovations have been introduced to the system will be proposed. How has this transition of eras led to growth and reform of school design strategies. What research has been done in sync with these changes, what are some strategies that have been proposed to coincide with change in the way that students learn,

The work of Daniel Pink on the Conceptual Age will be read as well as Various design articles about the affects of design of the educational environment on those it surrounds.

In this it will be investigated how the Makerspace and the Maker-Movement have come about in community development and education.

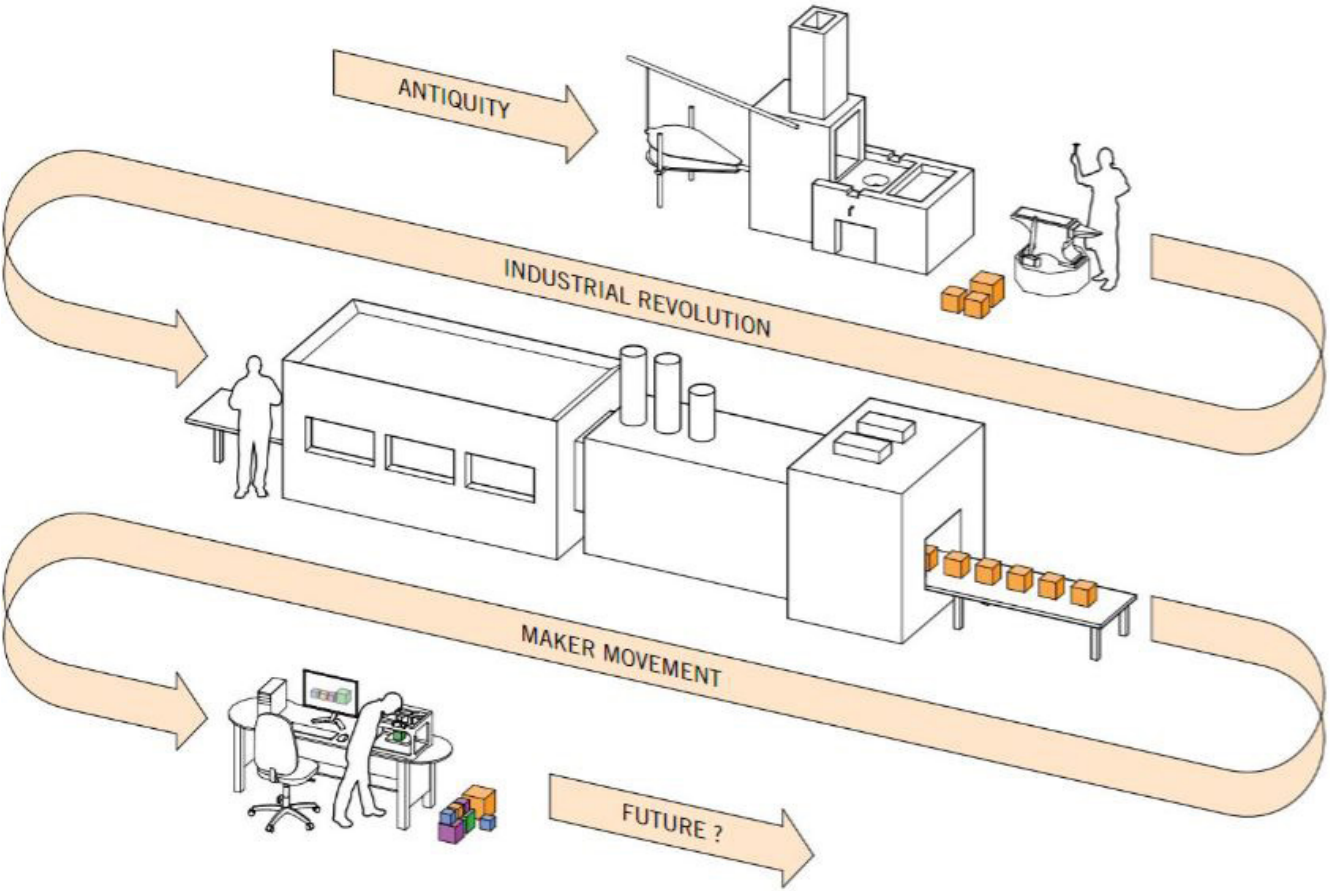


Fig12

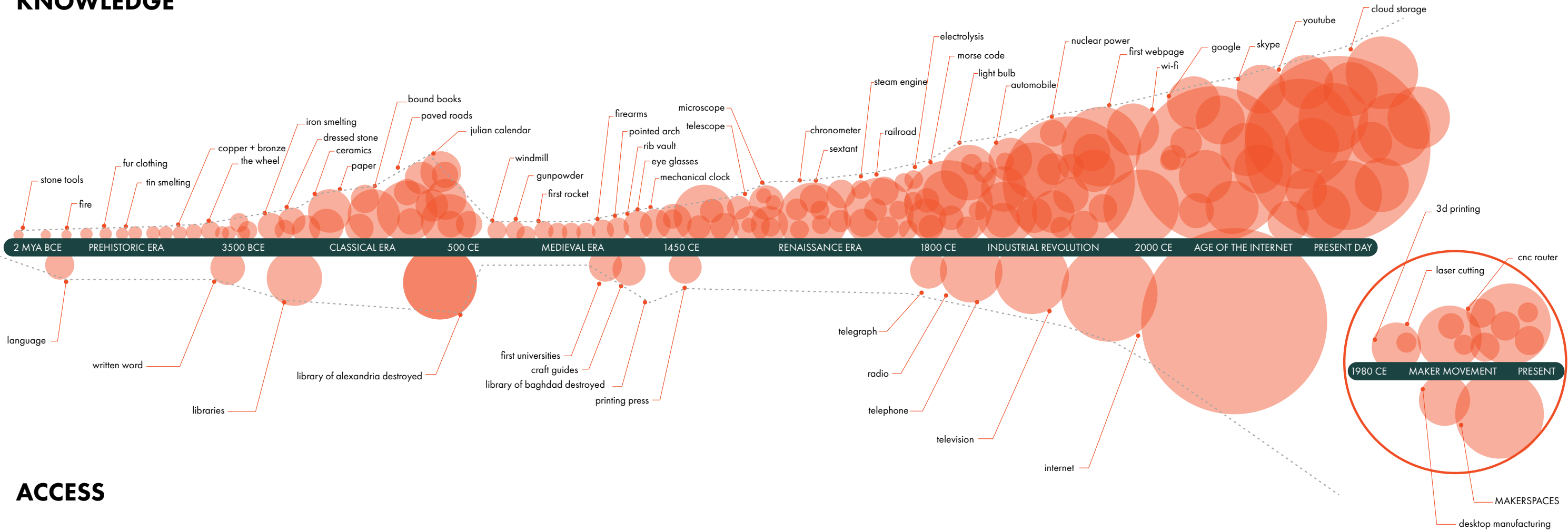
MAKERSPACE

we have always been makers

In their investigation of the mappings out of a maker space. Northeastern School of Architecture investigates, the making of makerspaces and goes in-depth with four specific case studies. In their findings they discovered that “each involved some element of education, community, and tools.” Each makerspace deployed some combination of these three elements in order to support their individual mission.

- In their in depth research they found that,
- “The missions of makerspaces can be broken down into four general types:
- I. Collaborative; the primary purpose is to provide a rent-able and collaborative workspace where like-minded individuals can work on projects,
 - II. Free Education; the primary purpose is to provide universal education and access to new technologies;
 - III. Innovation; the primary purpose is to provide a space where individuals or organizations can create innovative, new ideas,
 - IV. For Profit; to provide access to tools for a profit.

KNOWLEDGE



ACCESS

Fig13



Fig14

Funding

Economic Importance

Traditionally, businesses and leaders concern themselves with their bottom lines—or, the monetary profits their businesses made. Today, more leaders have begun to think sustainability. The triple bottom line theory expands the traditional accounting framework to include two other performance areas: the social and environmental impacts of their company. These three bottom lines are often referred to as the three P's: people, planet, and profit.

In order to draw in the businesses and funders of this new age, the plan of this community has to meet the requirements of the triple bottom line.

There are funding programs that exist in the city of Atlanta. By reaching out and applying to those programs through a thoroughly done proposal funds for a program such as this would be possible.

United Way Atlanta is one of these programs as well as the Community Development Block grants and The community Foundation for Greater Atlanta.

Design Strategies that Teach

Didactic Design

Throughout existing schools teachers use the design of their classrooms to teach their students. There are various studies done by teachers and other in education that show that every aspect of a class room, down to the colors used within it, have large effects on the learning and development of the students who use it.

Countless times people have analyzed the design of the school building; the type of lighting it receives, the flexibility of the spaces, multi-functional spaces within schools have been identified over and over to be useful not only for the possibilities that can be found and created by the students, but also by the longevity offered by having spaces that can be used for multiple things.

But this, as stated, has been researched, and while it is important to push the thinking around the school building itself; for communities like Thomasville Heights do not have the support or resources to develop with this neighborhood while continuing to support its residents. Innovative ways to develop a **LEARNING ENVIRONMENT** around community as a focal point can be investigated. In doing this, the thesis will be proposing an idea for a new type of community initiative that purposefully combines design strategies of community and educational design.

By building putting together pieces of the puzzles that are community and educational designing, Large scheme planning that teaches or enriches the community around it would be possible.



Fig15

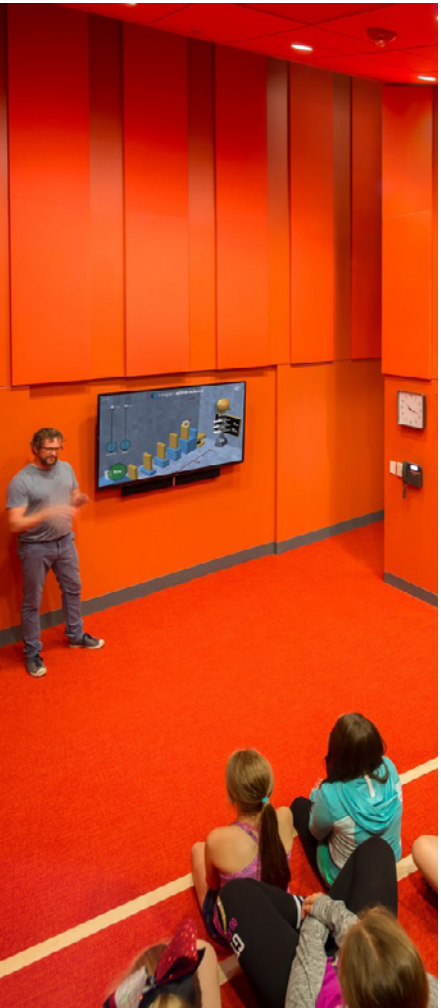
Woodland Elementary School

HMFH Architects
Milford, MA, United States
Schools + Education

HMFH Architects worked closely with educators to develop the concept for this new grade 3-5 elementary school. The educational program for the school is built around a team teaching methodology and inclusive instruction that makes use of directed learning, small group activities, skill building, individualized instruction, and project-based learning as well as other techniques to ensure that the needs of each student are addressed. This is reflected in the design that features a series of shared spaces and small learning communities for the school's 985 students.

Inspiration for thesis:
Smaller age range than that which is previously investigated, this precedent introduces a range of spaces that correspond through color and furniture to create different environments for the students. This could filter into programs that could be both inside and outside of the proposal design.

images: <https://www.archdaily.com/880466/odder-kommune-school-cebra>



Mon-School Group Louis De Vion

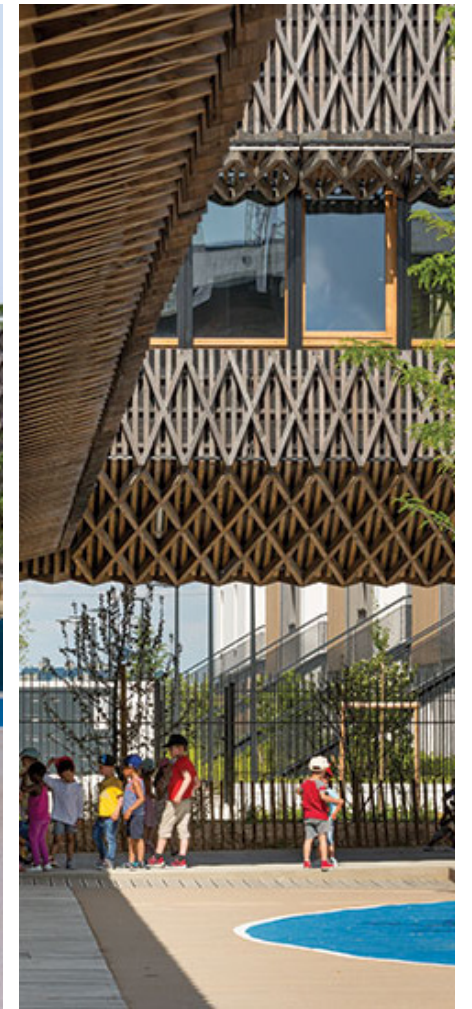
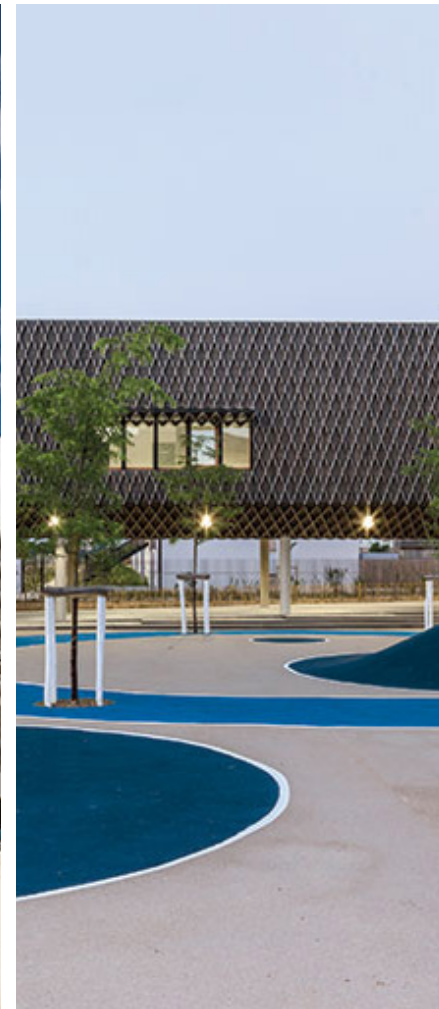
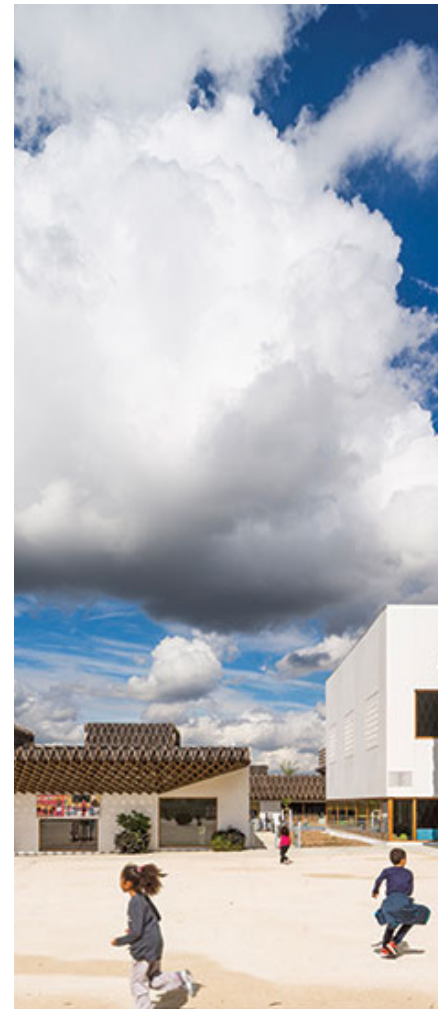
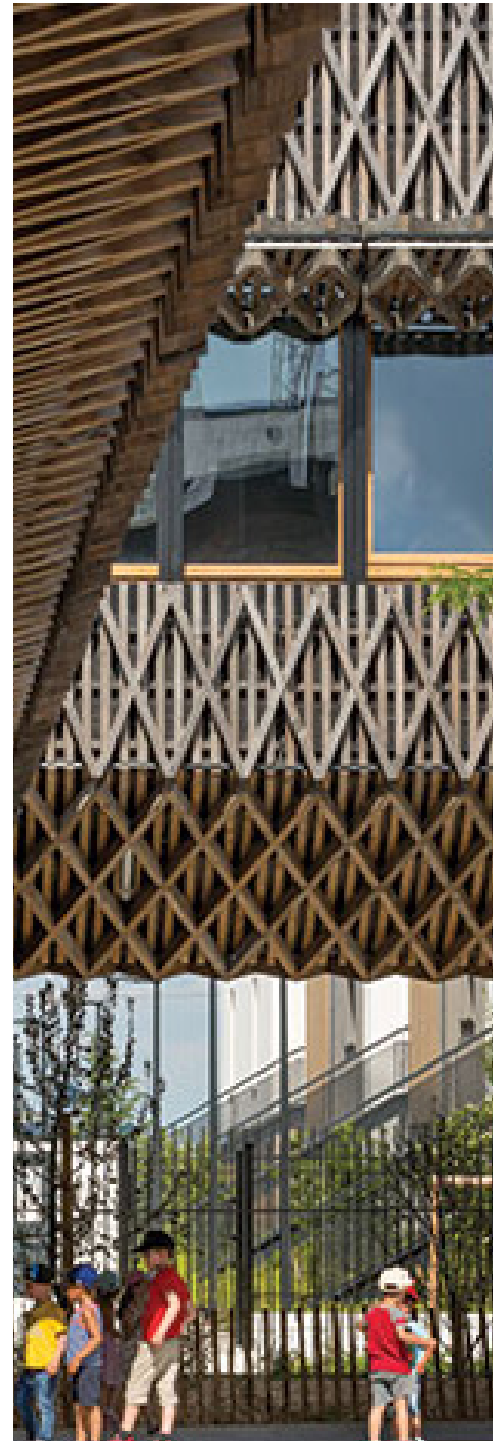
AAVP Architecture
Montévrain, Paris, France
Schools + Education

The Vibeeng School designed by Arkitema Architects is a primary school that integrates sustainability and pedagogy in a low energy class 1 school. The school is characterized by its playful red facade, external educational zones and a roof that creates ideal opportunities for both the installation of solar panels and north-facing skylights. Elements that contribute to the school's low energy status.

Inspiration for thesis:

Use of Sustainable systems is something that should be greater integrated into inner city schools. This design does this as well as work to combining a range of age groups into one building. A goal of fitting the program to the needs of many can be implemented into the design of this thesis.

images: <https://www.archdaily.com/515981/the-vibeeng-school-arkitema-architects>





The Vibeeng School

Arkitema Architects
Denmark
Schools + Education

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images: <https://www.archdaily.com/515981/the-vibeeng-school-arkitema-architects>







Sentia school

1+1>2 Architects

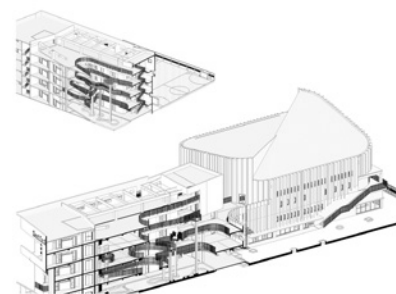
Tu Liem district, Hanoi, Vietnam

Schools + Education

The site of school is located in Hanoi, which is asymmetric and surrounded by lots of tower blocks. The school comprises a kindergarten, primary, and secondary school. It not only has separated playgrounds divided by ages but also a common playground, which could be used by everyone. To fit in the asymmetric site and create playgrounds separately, the school is designed with a zigzag form through the site. Series of continuous spaces which like a loop combined with a flexible bridge corridor system creating serial changes and unexpected views for the users. By this design, classrooms are oriented to the North and South and maximize collecting of natural light and ventilation. The sports field, gymnasium and canteen are placed at the end of wind direction, as a result noises are effectively reduced.

Inspiration for thesis:
This school houses a larger range of ages and has a multilevel design. It also uses community elements in its form and program location.

images <https://www.archdaily.com/911411/sentia-school-1-plus-1-2-architects>



Children Park at EXPO 2015

ZPZ Partners

EXPO, Rho Metropolitan City of Milan, Italy
Community Engagement
The Children's Park, a linear garden with eight attractions on raised platforms, has giant bobbin-shaped elements in wooden lattice sheltering the exhibits and children's activities from rain and sun. Fragments of domesticated nature where the natural and artificial coexist, the exhibits were designed to privilege the organic language of nature as opposed to a more formal architectural vocabulary.

Inspiration for thesis:
This project introduces some of what exterior learning community spaces can become. A goal for this project would be to bring the educational environment outside of the classroom and into the neighborhood creating involvement of the community as a whole in the betterment of the neighborhood and the children.

images: <https://www.archdaily.com/771353/children-park-at-expo-2015-zpz-partners>



Gavroche Center for Children

SOA Architectes

YOUTH CENTER SAINT-OUEN, FRANCE
Community Engagement

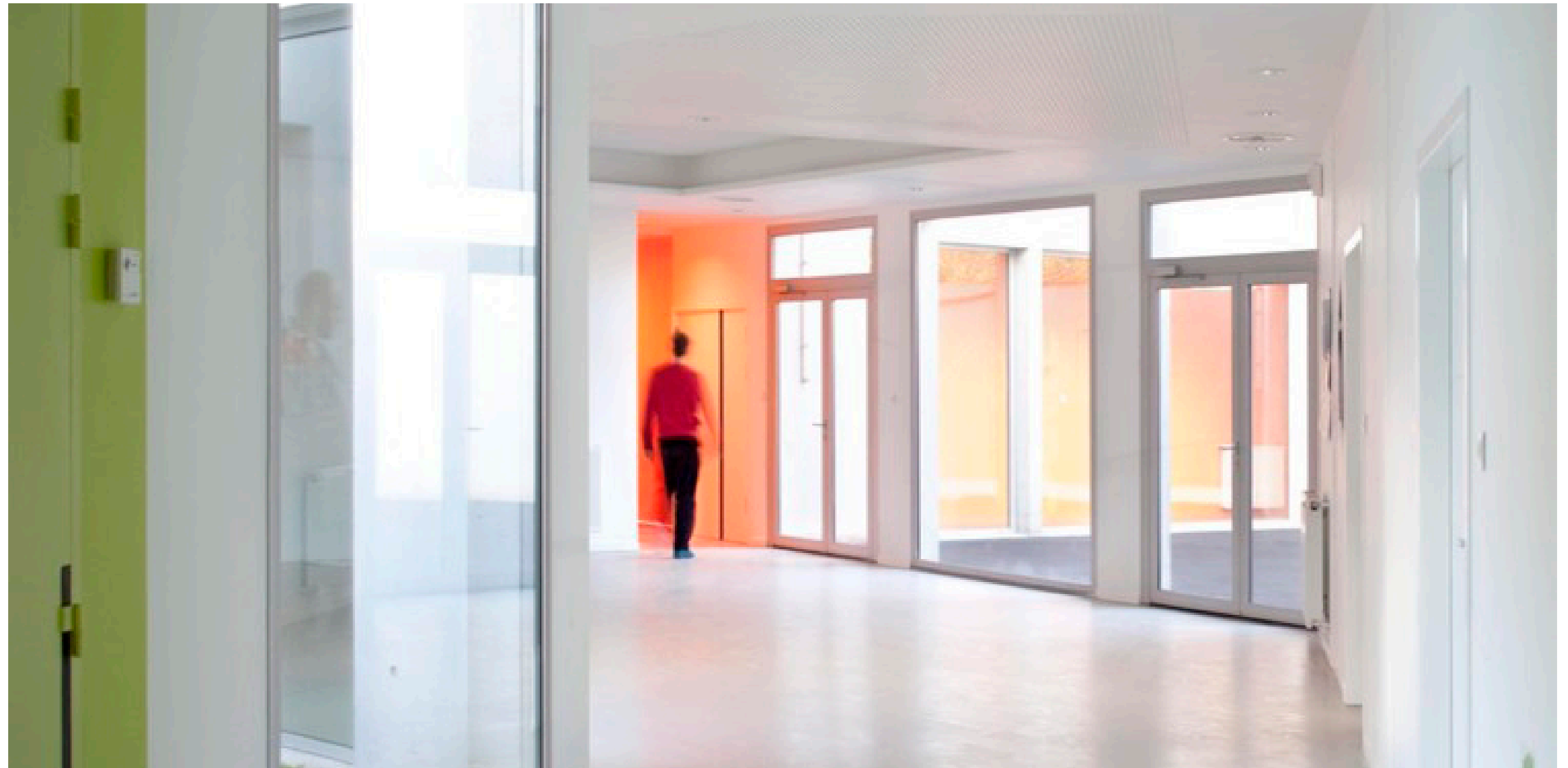
The workshops and games rooms are therefore turned towards the garden, most of the spaces benefiting from an unobstructed view out onto greenery. The entrance space, with its forecourt set back from the street, acts as an urban connection with the rue Arago. The building slots into this complex site, preserving, as much as possible, a certain continuity with the existing urban fabric as well as with the layout of the Victor Hugo Garden.

Inspiration for thesis:

The way which the building folds into the urban fabric could be used as inspiration for the incorporation of the design into the neighborhood. The connection of indoor to outdoor also acts as a point of inspiration for the maker space.

<https://www.archdaily.com/167810/gavroche-centre-for-children-soa-architectes>





Selection Criteria

Choosing Case Studies to Exemplify Didactic Elements

In order to understand what a didactic environment could be in Thomasville Heights, Atlanta, the existing context of the site must be considered. In the neighborhood there is one elementary school and an existing recreation center, the two are set across the street from each other. This offers a chance for conversation between the community and education programs.

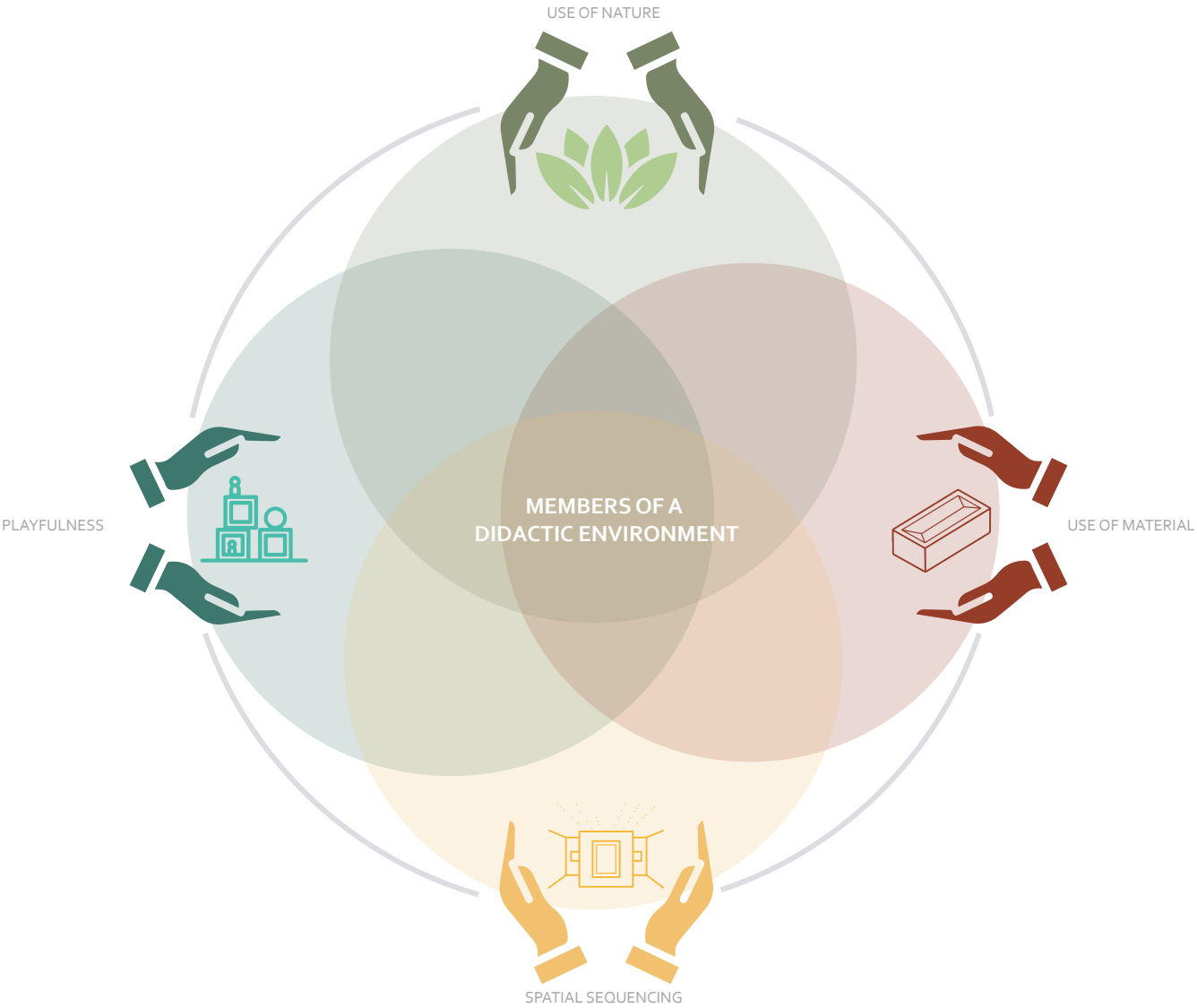
According to an article by sports advisory; rec centers are usually used to bring together the community through various activities; “a vibrant community recreation center can have a stabilizing effect on the lives of young people. By providing safe and adequately equipped spaces ... community centers instill discipline, healthy exercise habits, and teamwork.” The Maker Space program and the instances intended to be created from it would provide these

Sustainable and Safe Communities

This Project investigates how a low-income urban community can be adapted into a didactic environment using both the community and its elementary school to create a bridge between early childhood learning and community. This will be done by exploring elements of the elementary school, the community and of architecture to develop an approach through which resources of the community are given the chance to become multifaceted. In doing this both funding elements and design tactics will build up a sustainable community model. In the chosen community students walk home more than not and this thesis aims to create environments that allow for safe and educational journeys throughout the neighborhood.

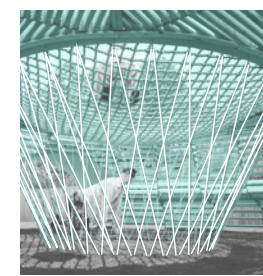
Human Development and Well-Being

The environment created is meant to be didactic. As many students of the local elementary school must walk home, they are forced to walk through a deteriorating, unsafe environment. Using elements found to be encouraging to the educational development — connections to nature, spatial connection, and development through play — this didactic environment will be explored. To develop deeper understanding for what these elements mean to that of a student I am investigating the work of Maria Montessori on Nature in education, and research from Faculty at the U. Melbourne on school as a socio-spatial assemblage are also being analyzed.





THE NEST / Tri-Lox | Interactive Installation



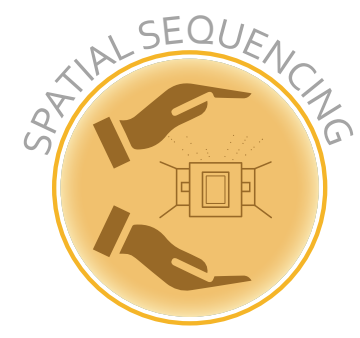
Use the Baya weaver bird nest to inform design
This birds nest is intricately woven and forms tunnels
rooms and multiple entries



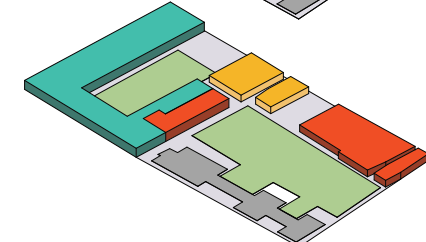
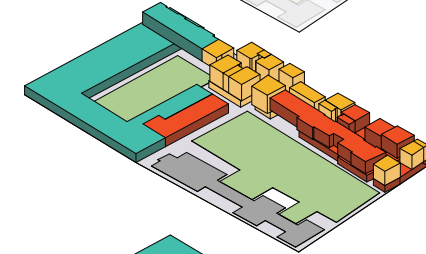
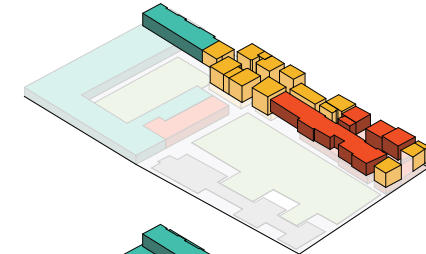
VAC Library / Farming | More than a Book



The design combines conventional aquaculture (raising aquatic animals) with hydroponics (cultivating plants in water) in a symbiotic environment.
There are also spaces carved out not only for plants and animal exploration, but child interaction as well, a combination of play and nature.



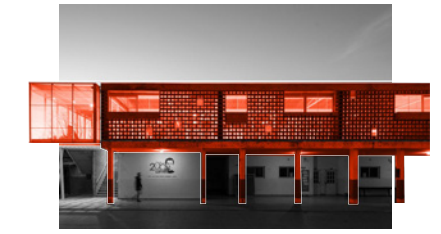
Louis de Vion Complex / AAVP | Transitions In and Out



Exploitation of transition spaces from exterior to interior spaces. this school took into account all users experiences through form exploration as well as relationship of space (indoor to outdoor)

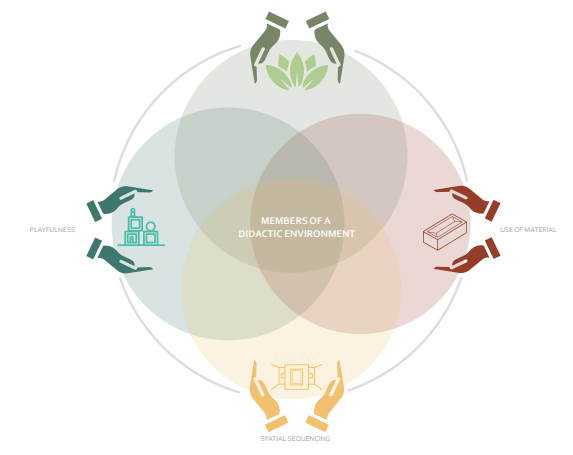


Threshold / Paralelo Co. | Material Sequencing



The school is the first place where a person assimilated a contact with the public spaces, sharing and the socialization of the places of transition where one develops life."

"Space is not neutral it always educates."



NATURE



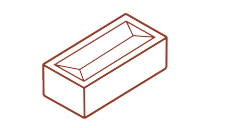
designs that use nature include but are not limitd to:

SEQUENCING



designs that use nature include but are not limitd to:

MATERIAL



designs that use nature include but are not limitd to:

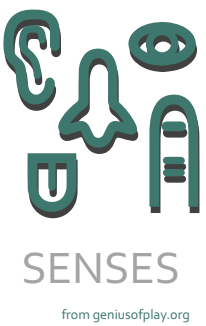
PLAYFULNESS



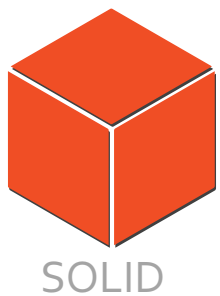
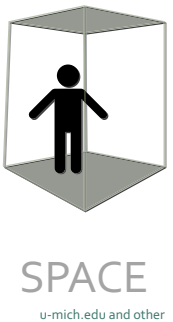
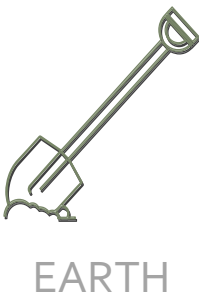
designs that use nature include but are not limitd to:

DIDACTIC ELEMENT

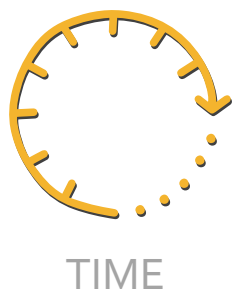
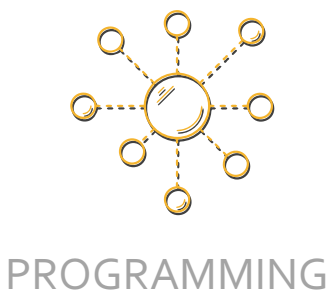
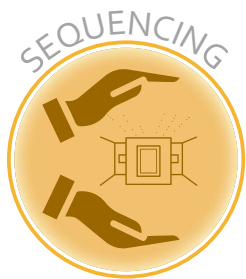
Much like the presented precedents and studies, play can be integrated into the learning environment by extending the physical landscape into a new “learning landscape.” This can be done through creating what this project aims to call “reading landscaping.” in which elements of play will be incorporated into exterior library and classroom settings.



When considering designing with nature as a didactic element, the project will seek to incorporate aspects presented. This can be done in many ways, incorporating solar strategies or, integrating the design with natural elements, like the vegetation. Elements of water runoff and catchment can be displayed as well. Modules have the opportunity to react to the wind, and truly influence the space as well.



Materiality will play a role throughout all of the Environment as in many of the studied projects, when an element is introduced materiality influences the nature or the intensity that an element plays.



Consideration of social and a spatial sequencing will be taken into account as progression from space to space, design to design, module to module is key to develop this “didactic environment” for the Thomasville Heights Community.

PLAY

Book Tree Structure / School of Architecture, the Chinese University of Hong Kong

RESPONSE TO SURROUNDING



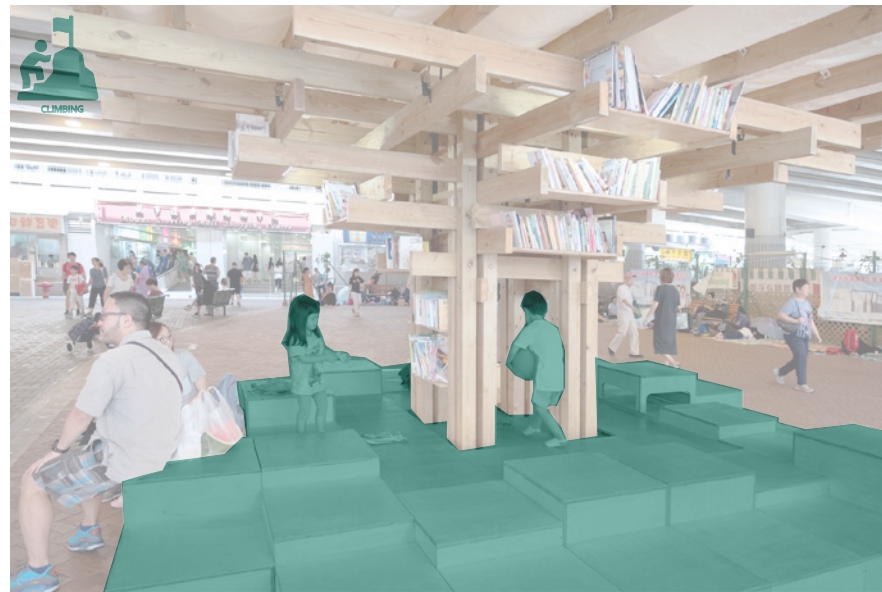
CONTRAST IN MATERIAL



MODULAR ELEMENTS

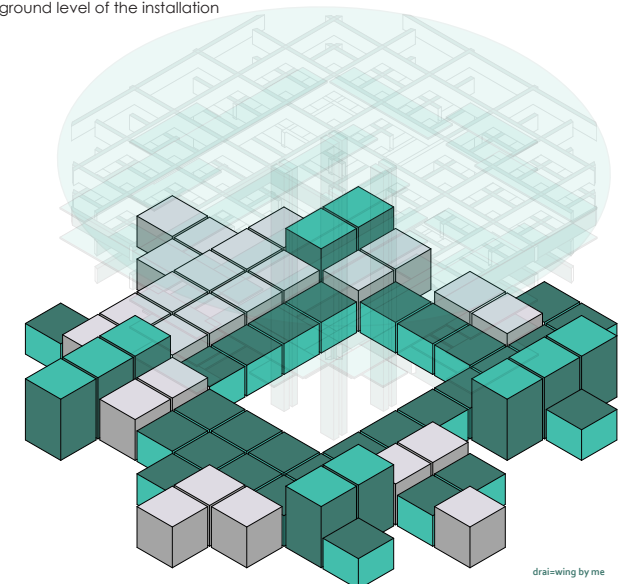
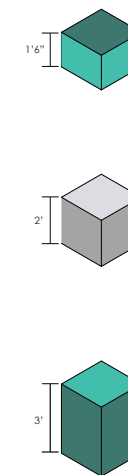


ELEMENTS THAT ENCOURAGE INVESTIGATION



MODULE 1: SEATING

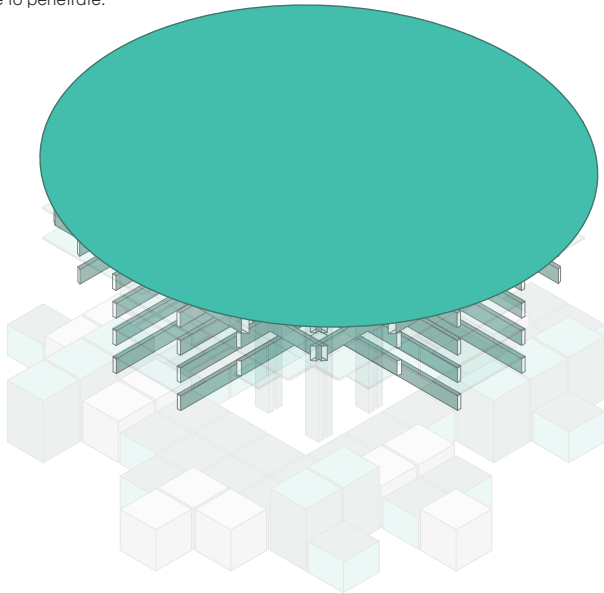
each different height module allows for the users to climb and seat themselves both at normal ground level and at the 1'6" ground level of the installation



Libraries are typically associated with quiet and studious spaces. The idea behind the “Book Tree” is to install a structure where children can play while reading, rather than a chore reading books becomes a fun experience. The temporary installation is composed of two elements, an open timber landscape to sit down and a tree structure that holds books. The structure was conceived as a tree where the different branches each house books for different ages. The structure was built from untreated timber as to reconnect children to the warmth of natural materials contrasted to the mineral and hard materiality of the surrounding infrastructure.

The covering is a thin fabric, it allows some protection from the elements but allows the florescent light of the structure above to penetrate.

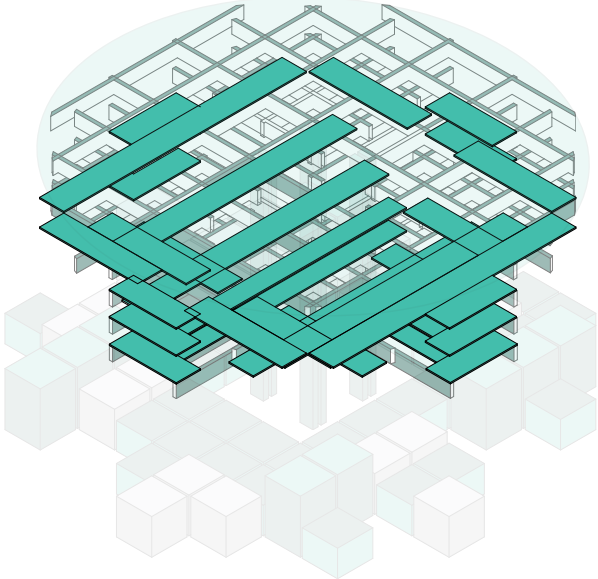
MODULE 3 : COVERING



drai-wing by me

simple shelf planes create the branches, or the book shelves of this book tree.

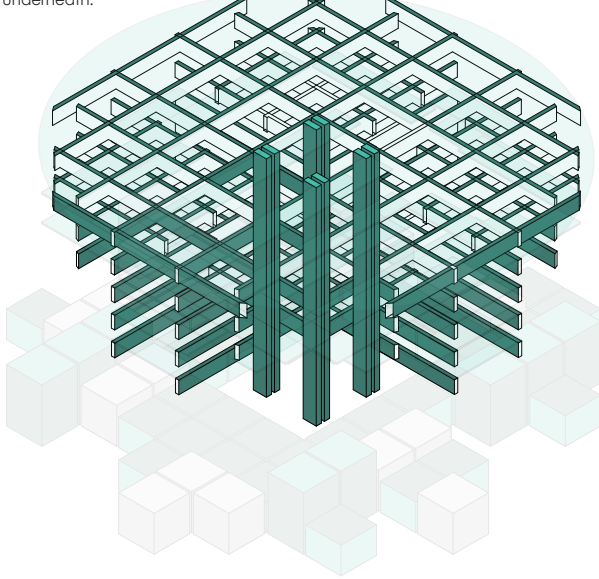
MODULE 3 : SHELVEING



drai-wing by me

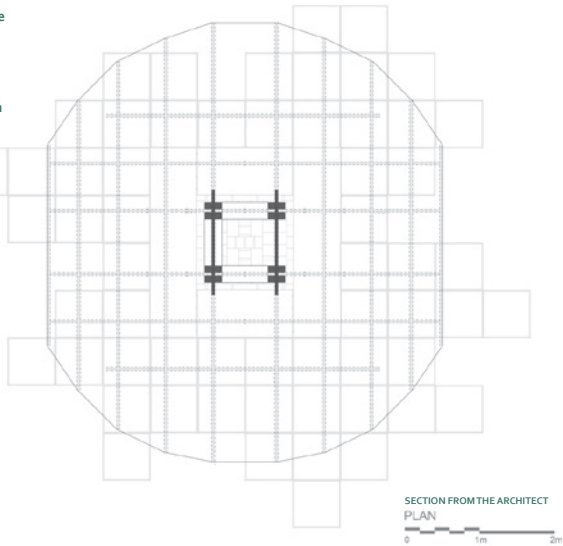
The structure is like the trees trunk and branches, it supports the structure. It allows for a space or the community to collecty underneath.

MODULE 2 : STRUCTURE



drai-wing by me

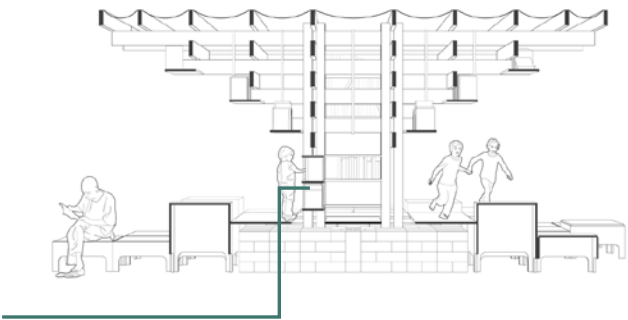
The objective of the project is twofold: to inhabit a lost urban space and simultaneously to create a new type of reading experience for children within the Mei Foo neighbourhood.
Due to its high density and unique topography, Hong Kong has a high concentration of residual urban spaces, spaces that are not planned and typically occur by accident. These lost spaces have become invisible to local people who usually dismiss them as mundane background places devoid of purpose.



SECTION FROM THE ARCHITECT
PLAN
0 1m 2m

Libraries are typically associated with quiet and studious spaces. The idea behind the “Book Tree” is to install a structure where children can play while reading, rather than a chore reading books becomes a fun experience. The temporary installation is composed of two elements, an open timber landscape to sit down and a tree structure that holds books. The structure was conceived as a tree where the different branches each house books for different ages. The structure was built from untreated timber as to reconnect children to the warmth of natural materials contrasted to the mineral and hard materiality of the surrounding infrastructure.

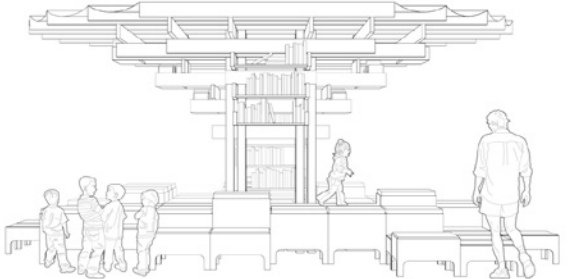
SHELF HEIGHTS
Heights of shelving varies giving access to books on all levels of the tree. Lower branches are accessible for smaller reaches.



SECTION FROM THE ARCHITECT
SECTION
0 1m 2m

Reading is not to be thought of a “quiet chore” but a fun experience
Design: open timber landscape for sitting, tree structure that holds the books.
“The structure was built from untreated timber as to reconnect children to the warmth of natural materials contrasted to the mineral and hard materiality of the surrounding infrastructure.”

-Model Platform: modular, multilevel, lends to curiosity/exploration
-Investigation of difference of material (warmth vs hard)
- about 6 m wide, 18-20 ft in size



SECTION FROM THE ARCHITECT
ELEVATION
0 1m 2m
<https://www.scmp.com/news/hong-kong/community/article/2160293/book-tree-under-hong-kong-flyover-no-ordinary-library>
<https://www.archdaily.com/901713/book-tree-school-of-architecture-the-chinese-university-of-hong-kong>

CONCLUSIONS



SENSES



CLIMBING



SWINGING



BALANCE



SLIDING

NATURE

Children Park at EXPO 2015 / ZPZ Partners

RESPONSE TO SURROUNDING



EDGES : DIDACTIC VEGETATION



REFLECTING THE NARRATIVE



INVESTIGATION AND NATURE



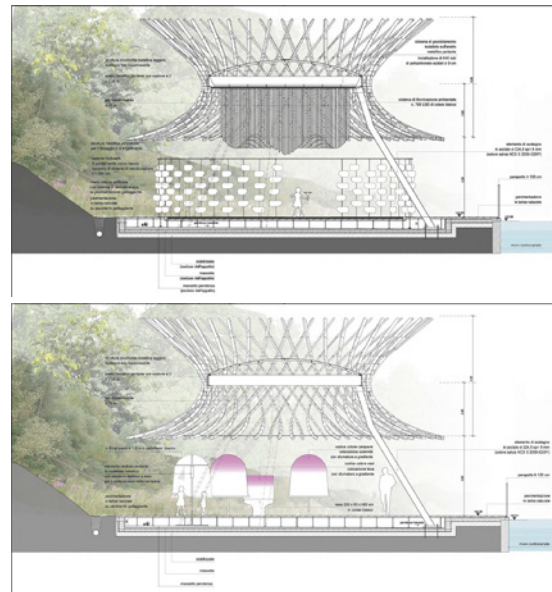
CONTINUED MOTIF



ENCOURAGING INVESTIGATION OF ELEMENTS

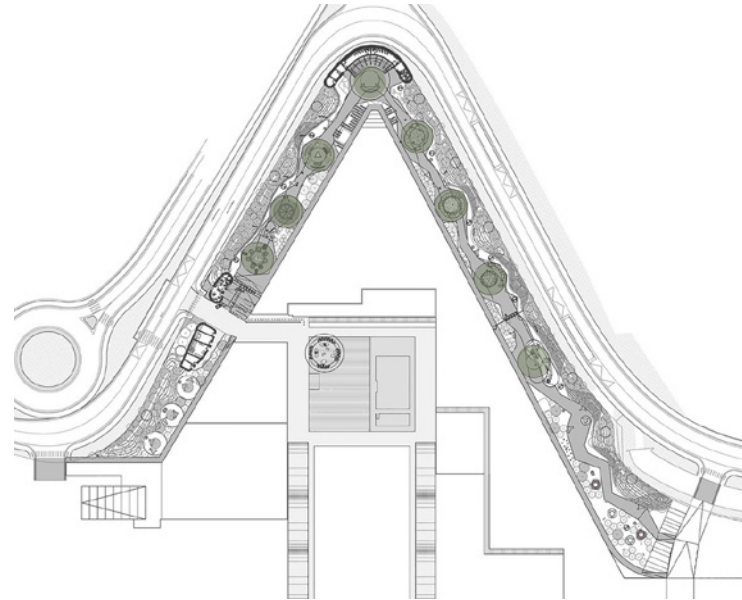


DESIGN OF ACTIVITIES



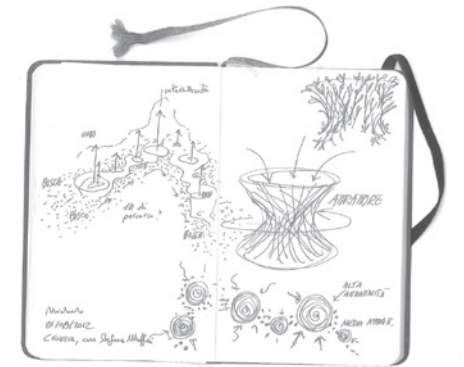
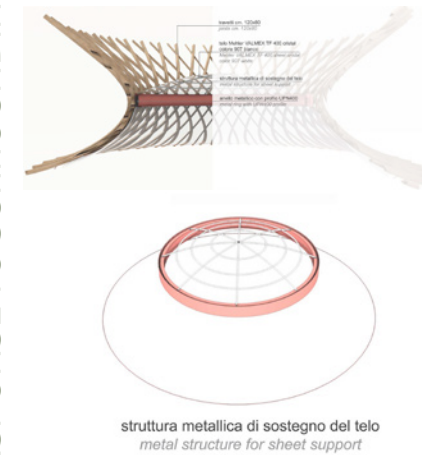
The objective was not to build architectural structures but places with permeable surfaces using the language of gardens, woven elements that recall living plants or plant material fossils. The structures, their colors becoming less intense towards the top, also create a dialogue with the riparian forest planted along the Park's edge. Just inside, the Expo canal is planted with themed areas of mono-specific vegetation; decorative or fruit bearing trees and shrubs are linked to the didactic path which includes a butterfly garden and an aromatic plant garden.

RESPONSE TO SURROUNDING



The Children's Park, a linear garden with eight attractions on raised platforms, has giant bobbin-shaped elements in wooden lattice sheltering the exhibits and children's activities from rain and sun. Fragments of domesticated nature where the natural and artificial coexist, the exhibits were designed to privilege the organic language of nature as opposed to a more formal architectural vocabulary

RESPONSE TO SURROUNDING



The design strategy was inspired by a need to create a unified visual perception while heralding the experiential, interactive and didactic exhibits along the path, occasionally interspersed with natural planting. The solution was to approach the project as landscape architecture, confronting the language of nature-by-design, the lexicon of historic Italian gardens, but also the sequential nature more typically found in agriculture.

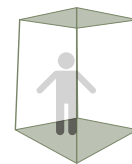


CONCLUSIONS

WIND



WATER



SPACE



FIRE



EARTH

MATERIALITY

The Walls Children's Teaching Restaurant / The Scarcity and Creativity Studio + AHO + Tianjin University School of Architecture

RESPONSE TO SURROUNDING

Children are invited to explore the surrounding agricultural fields for produce, before bringing it back to the restaurant to prepare it.



VOID AND INTERACTION



WATER AS A MATERIAL

Use of water as a material, for teaching and contrast purposes. The students wash their produce here, with a view o the gardens which they pulled it from.



POETIC CONNECTIONS

SPATIAL MATERIAL DETAILS

Connection to the outdoors is experiences within the kitchen spaces through the breakthrough of the materials used. Windows and open ceiling conditions remind the students where the food is coming



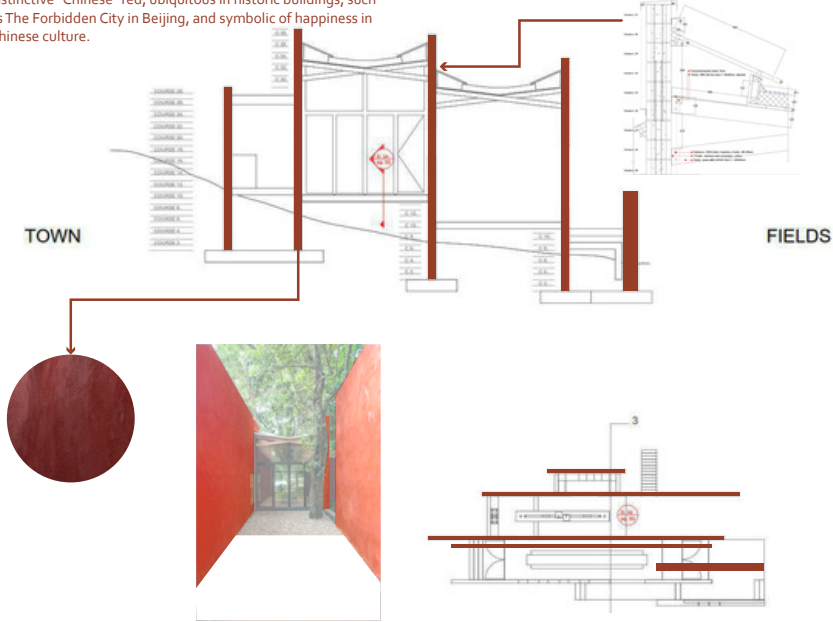
The school is the first place where a person assimilated a contact with the public spaces, sharing and the socialization of the places of transition where one develops life."

"Space is not neutral it always educates."



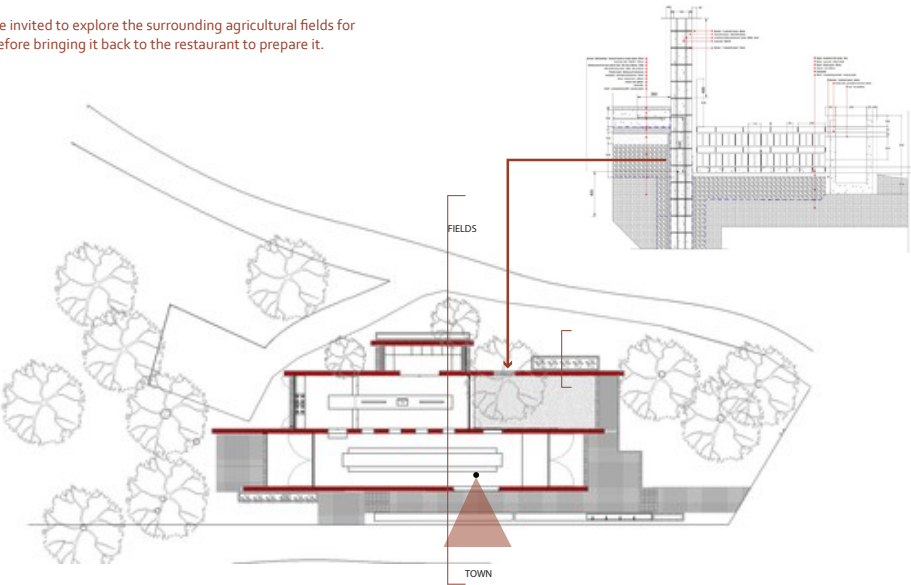
MATERIAL : THE RED WALL

The walls are rendered, inside and out, in sand and white-cement pigmented with ferric oxide, to produce a distinctive "Chinese" red, ubiquitous in historic buildings, such as The Forbidden City in Beijing, and symbolic of happiness in Chinese culture.



MATERIAL CONNECTIONS

Children are invited to explore the surrounding agricultural fields for produce, before bringing it back to the restaurant to prepare it.



RESPONSE TO OUTDOORS

POINTING TO THE FIELDS. the project leads its studnets out to the fields from which they will prepare their dishes in the teaching building.

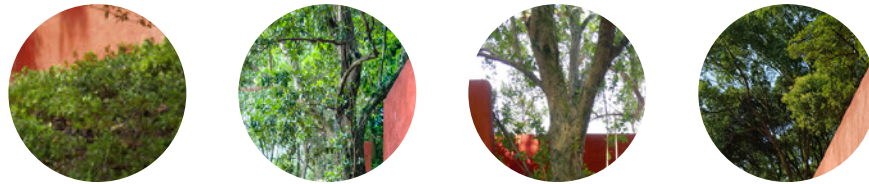


RESPONSE TO OUTDOORS

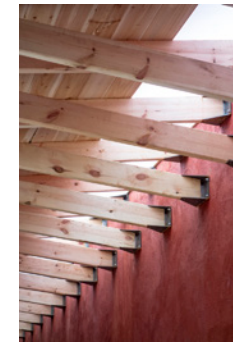
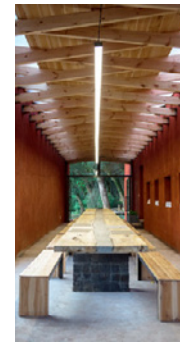
Fully openable glass assemblies close the dining and kitchen spaces at both ends, extending them out into adjoining nature. Outdoor spaces are surfaced in black clay bricks or gravel.



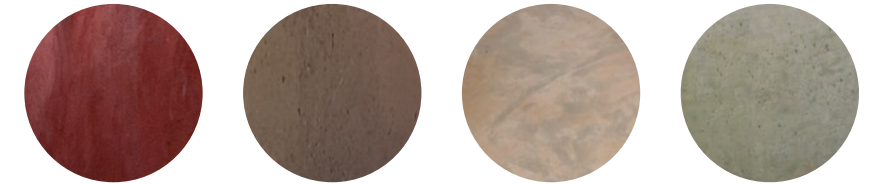
MATERIAL 1: NATURE



MATERIAL 2: WOOD



MATERIAL 3: CONCRETE



Images and Text
: <https://www.archdaily.com/921847/the-walls-childrens-teaching-restaurant-in-a>
<https://www.dezeen.com/2019/08/15/the-walls-childrens-teaching-restaurant-architecture-china/>

Children are invited to explore the surrounding agricultural fields for produce, before bringing it back to the restaurant to prepare it. Connection to the outdoors is experiences within the kitchen spaces through the breakthrough of the materials used. Windows and open ceiling conditions remind the students where the food is coming

Fully open-able glass assemblies close the dining and kitchen spaces at both ends, extending them out into adjoining nature. Outdoor spaces are surfaced in black clay bricks or gravel. The walls are rendered, inside and out, in sand and white-cement pigmented with ferric oxide, to produce a distinctive "Chinese" red, ubiquitous in historic buildings, such as The Forbidden City in Beijing, and symbolic of happiness in Chinese culture.

The school is the first place where a person assimilated a contact with the public spaces, sharing and the socialization of the places of transition where one develops life."

"Space is not neutral it always educates."

POINTING TO THE FIELDS. the project leads its students out to the fields from which they will prepare their dishes in the teaching building.

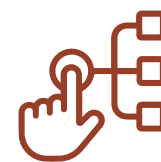
CONCLUSIONS



LIGHT



VOID



INTERACTION



SOLID

SPATIAL SEQUENCING

Nanjing Galaxy Kindergarten / Lacime Architects

RESPONSE TO SURROUNDING



SCHOOL EDGES



SCHOOL EDGES



SCHOOL COURTYARDS



SCHOOL COURTYARDS



SCHOOL COURTYARDS





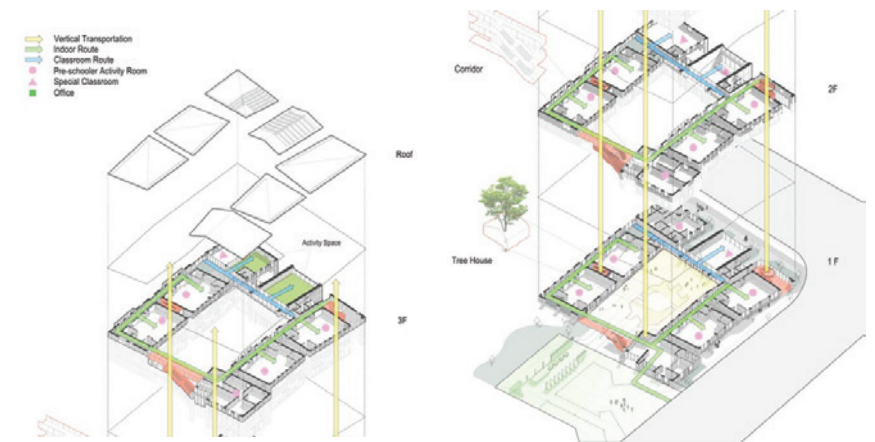
Designed with a U-shaped layout, the kindergarten consists of 7 well-arranged “containers”, and each container is a living space of children’s tribe. These “containers” combining different theme spaces and public space for activities separate inner courtyard from outer one.

The adult world is rife with tall buildings and hustle and bustle. But for children, a tree, a white tree house and shallow water are their small world.

RESPONSE TO SURROUNDING



RESPONSE TO SURROUNDING

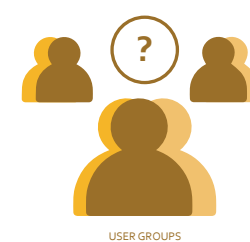
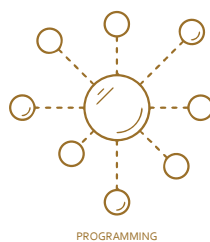


A building is designed with functions while a tree house nurtures a dream, because its mini shape is filled with imagination. Maybe a rabbit will jump out when it is opened. The entrance of the kindergarten faces the west, and a square ground is designed as the waiting area for drop-off and pick-up.

The “retreating” ground is shared with the city, which not only reduces the pressure of dense streams of people on urban street and provides a buffer for the building and street, but also makes the whole building a unique urban interface. Water and plants are used as the partition of the kindergarten and the building as the background to create a space connecting the city, where parents can wait, talk and partially see their children in the school through the gallery frame.

-archdaily article on Nanjing Galaxy Kindergarten

CONCLUSIONS

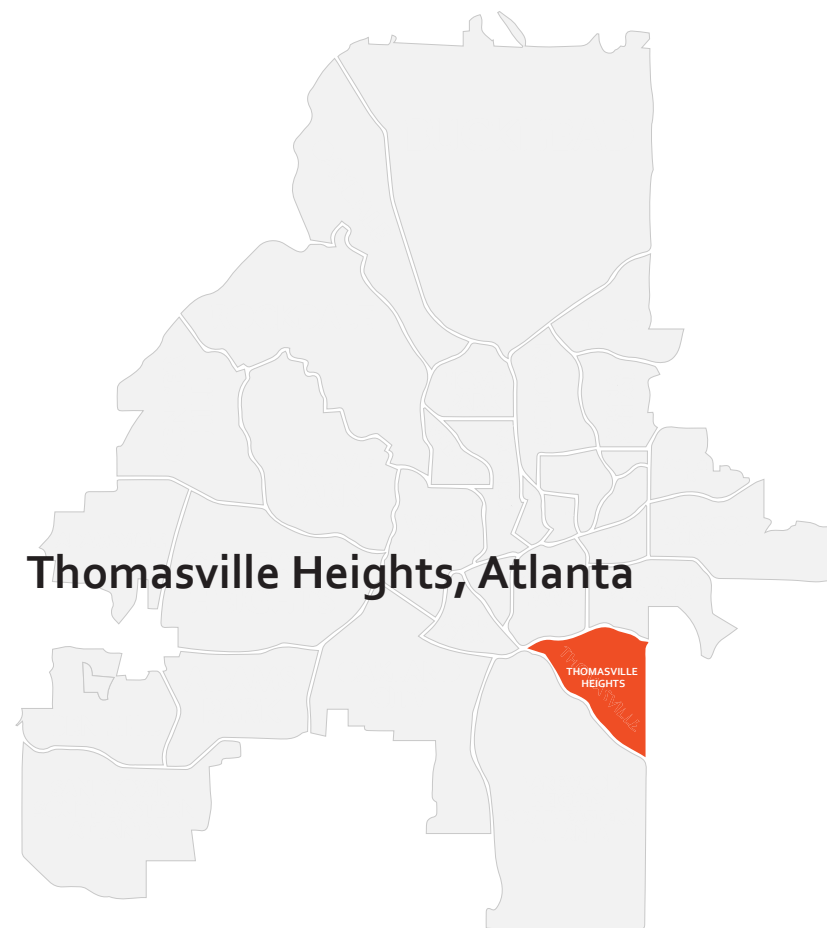


Macro Site Introduction



Located in Atlanta Georgia, the site (Thomasville Heights Atlanta, GA), offers opportunity to be a gateway for new community design in areas similar around the country. This is an outskirts neighborhood. Just on the southeastern corner of the Atlanta City Bounds.

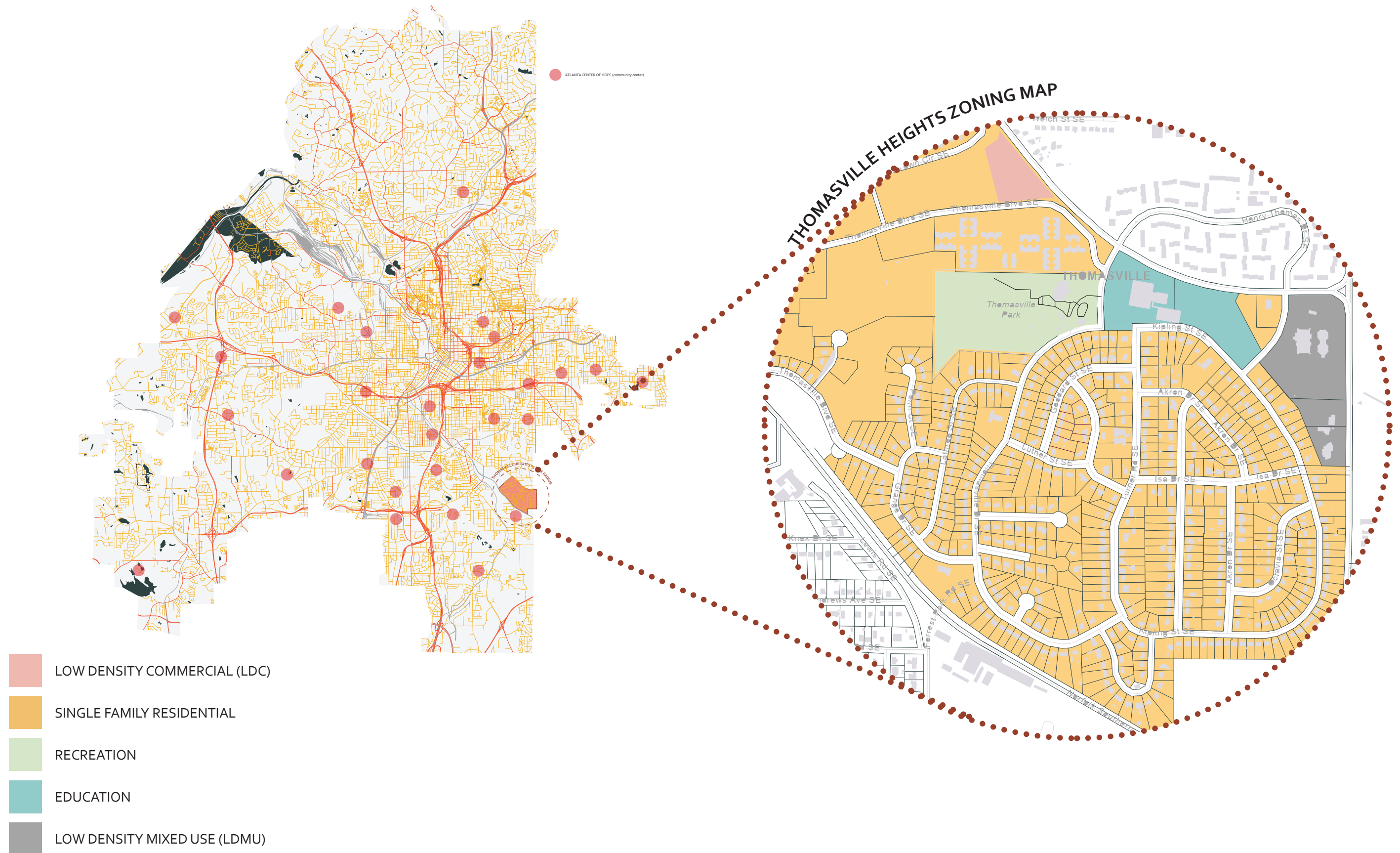
Fig16



A town of nearly 12000 households, Thomasville Heights, has a variety of backgrounds and age groups within. It is bordered to the east by Atlanta's Moreland Avenue, a Major Connector of the city as well as the Atlanta US Penitentiary, a city Landfill and the Old Starlight Drive in Movie Theatre.

Fig16

SITE MAPPING



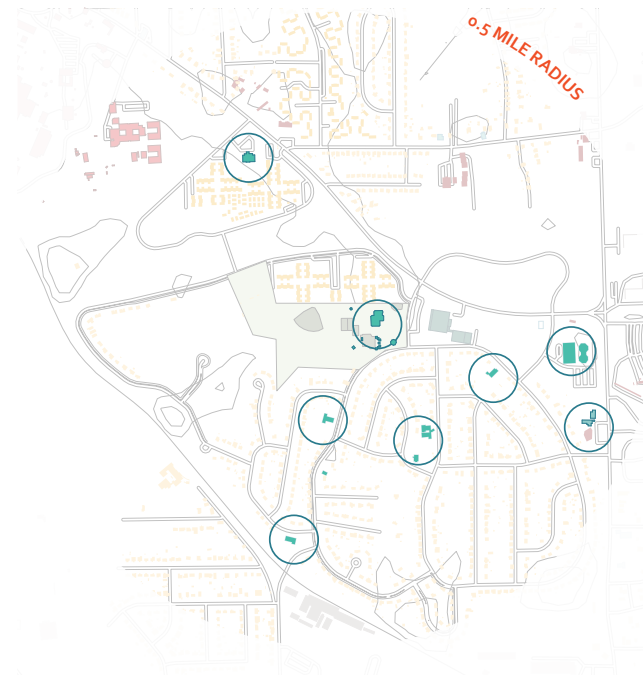
A town of nearly 12000 households, Thomasville Heights, has a variety of backgrounds and age groups within. It is bordered to the east by Atlanta's Moreland Avenue, a Major Connector of the city as well as the Atlanta US Penetentiary, a city Landfill and the Old Starlight Drive in Movie Theatre. The neighborhood has a few existing community driven programs, many of those are near the undesirable programs listed previously. It is also bordered 2 major streets in of the city.

TRAFFIC AND CIRCULATION

VEHICLE TRAFFIC



POI

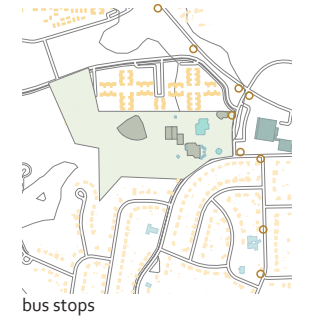


Community Connection Points

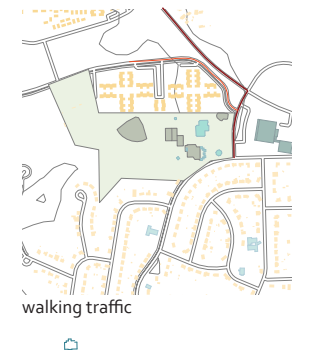


Undesired Programs

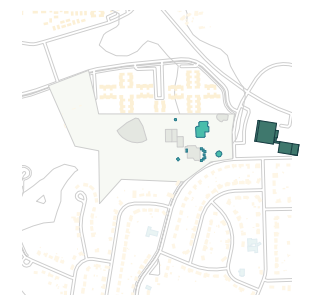
Pedestrian Conditions



bus stops



walking traffic



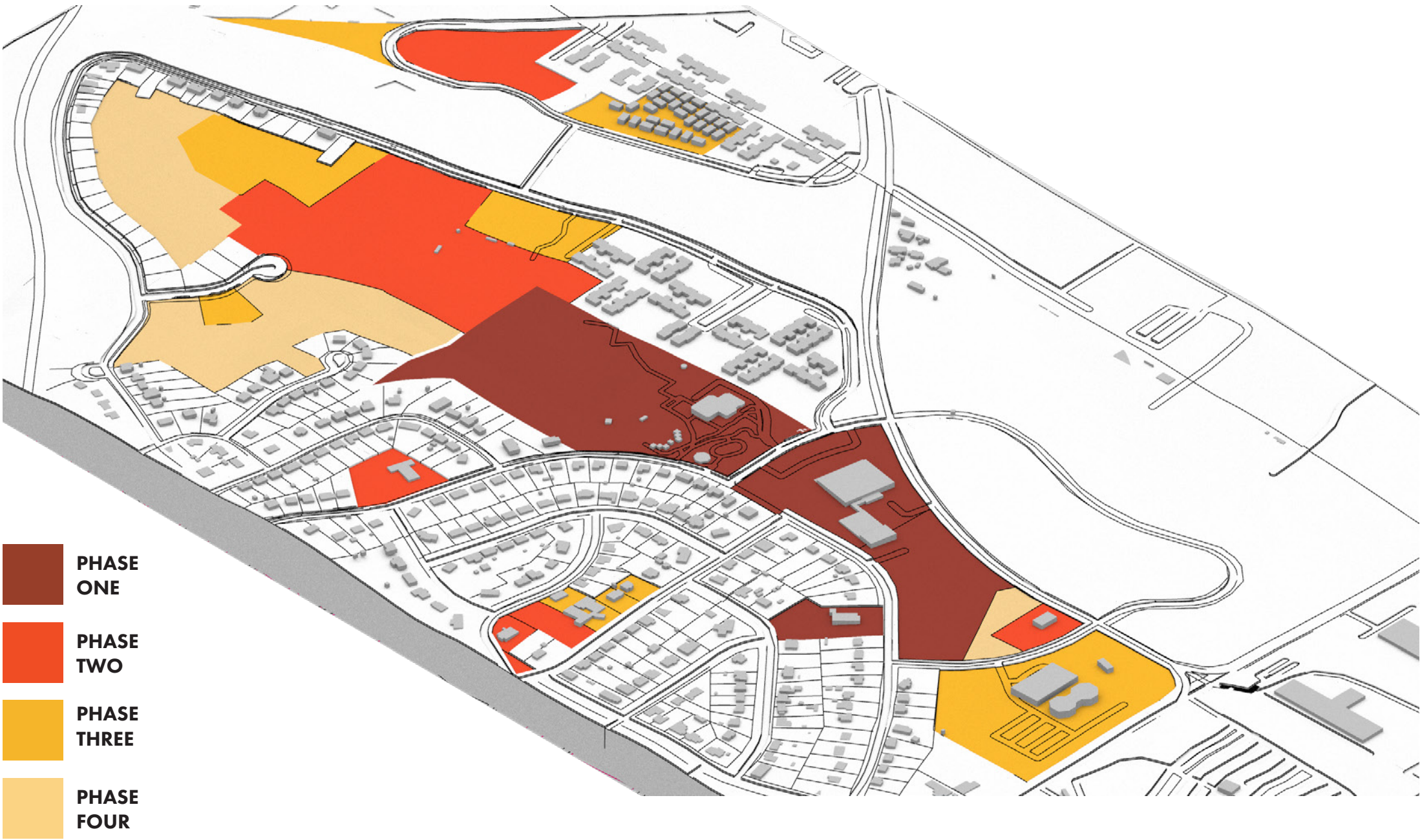
Community Programs



Major Housing

PHASE MAPPING

In order to accomplish a community development plan of this size, a phasing initial plan has been laid out. In the map below the proposal is divided into four (4) phases. The first is the one that is investigated and idealized through design drawings and renderings in this thesis. Each site chosen throughout all phases is owned by; the city of Atlanta, the board of education, a church or another community organization. Within the first phase the sites chosen are: (1) An Abandoned Church Lot, (2) the THE School garden and play yard, (3) the existing Thomasville Recreation Center. Each of these sites were chosen to push an initial visual connection among the sites that will be shown in later images.



T.H. FACTS

1967



Thomasville Heights was a 350-unit housing project built in 1967, demolished in 2010, and replaced with section-8 housing, **Forest Cove Apartment**. Unlike Bankhead Courts, Thomasville Heights was redeveloped, but it's still viewed as a dangerous neighborhood.

Section 8 Housing



Atlanta currently has over 250 units of subsidized housing. The section 8 program provide both **rental support** to the family as well as **funds** to service the debt incurred by the property owner for the unit's rehabilitation.

Lack of Recreation



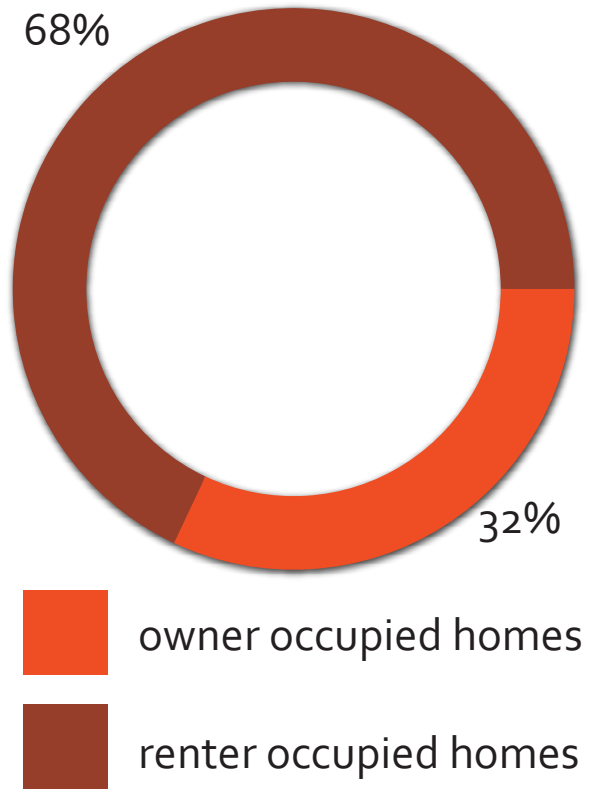
The Thomasville Heights Resource and Recreation Center, while it has existed, has been closed and re-opened often over the past several years. When open it becomes a gathering space for the community, but because of the inconsistency the center leaves much to be desired.

DEMOGRAPHICS

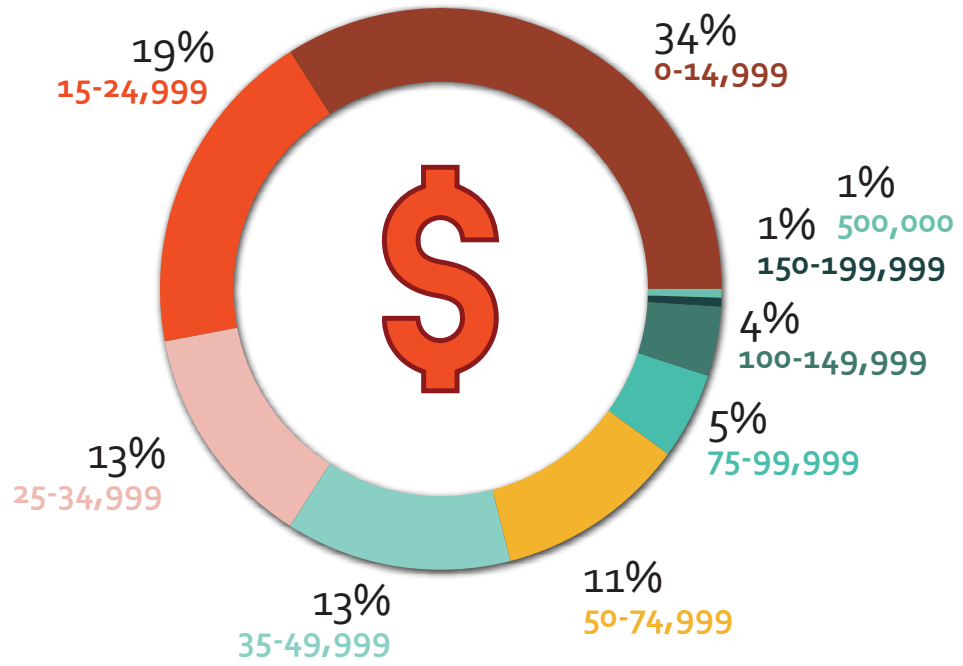
Average Time to Work



Owner vs Renter



Household Income



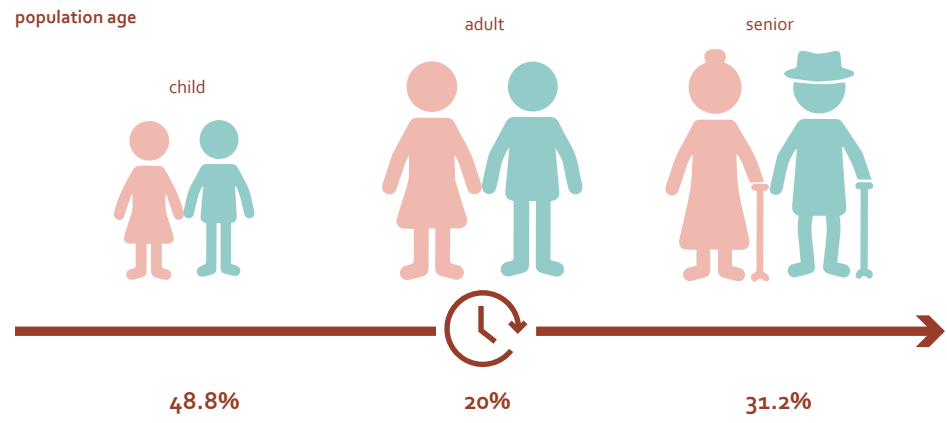
education 20.93
have completed some college
16.22 no high school diploma
10.13 bachelors degree
4.58 graduate/professional degree

work travel 0.2%
ride bikes to work
23.33 took public transit to work
0.90% walk to work
11.90 carpool to work

workforce 12,037 workers age 16+
57.7% of those workers drive alone to work

household 28,250 median household income
16.22 no high school diploma
4.58 graduate/professional degree

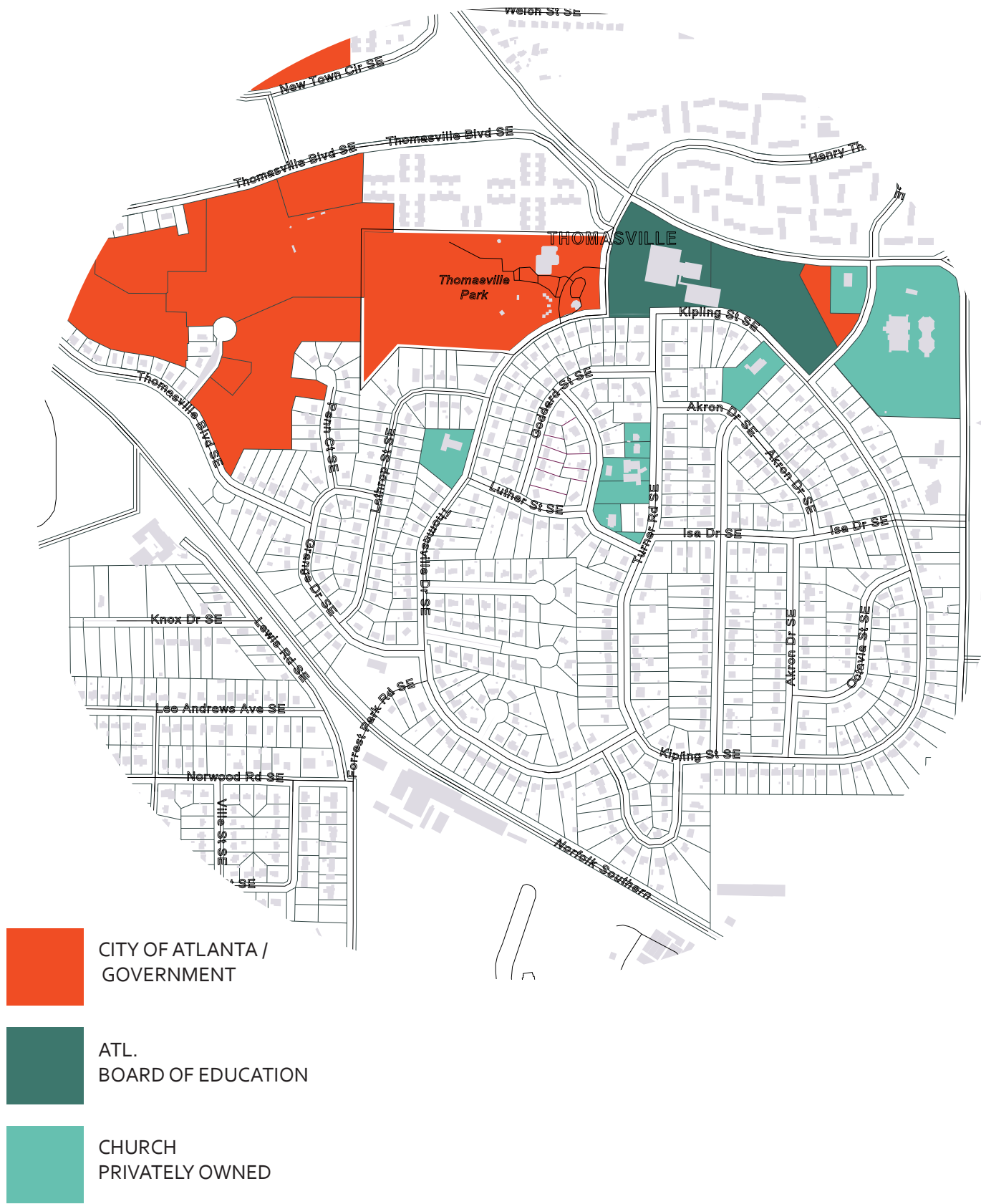
race 88.27%
black 6.30%
white 3.93%
hispanic 1.00%
asian 0.26%
native american 0.02%
pacific islander



48%+
of the population is children age 18 and under

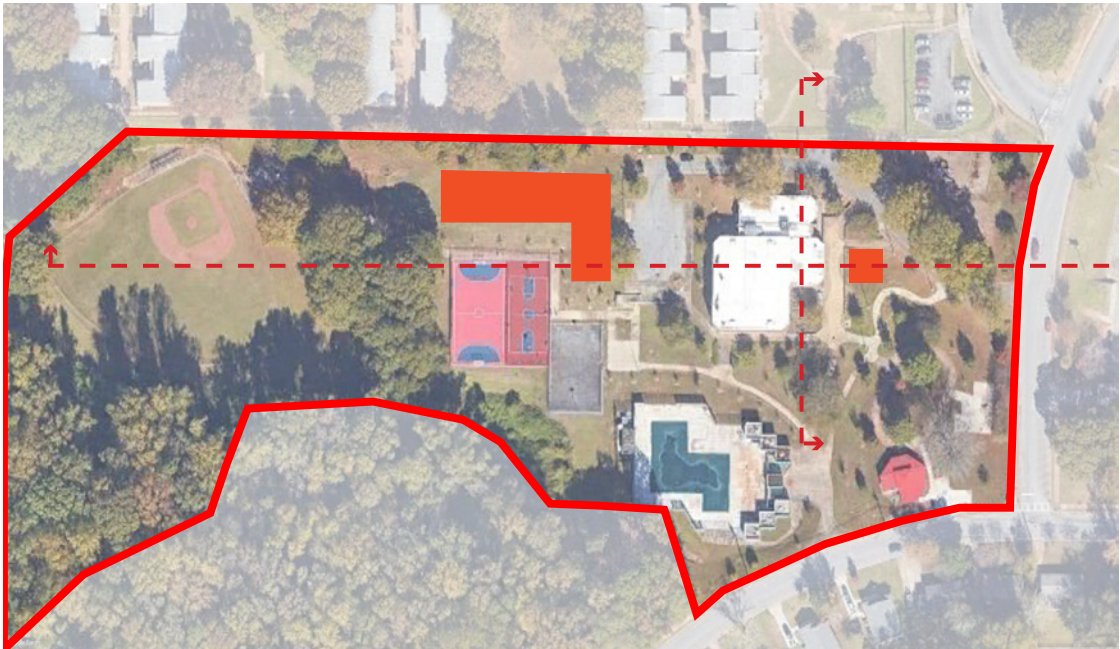
Fig17

PARCEL OWNERSHIP MAP



Phase 1 Proposed Sites

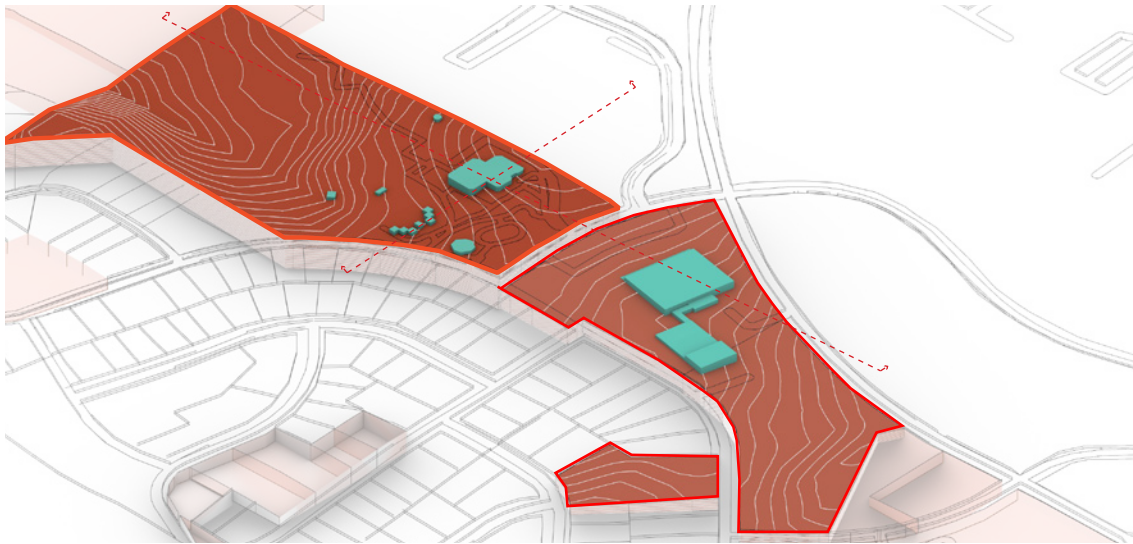
SITE 1.1 RECREATION CENTER



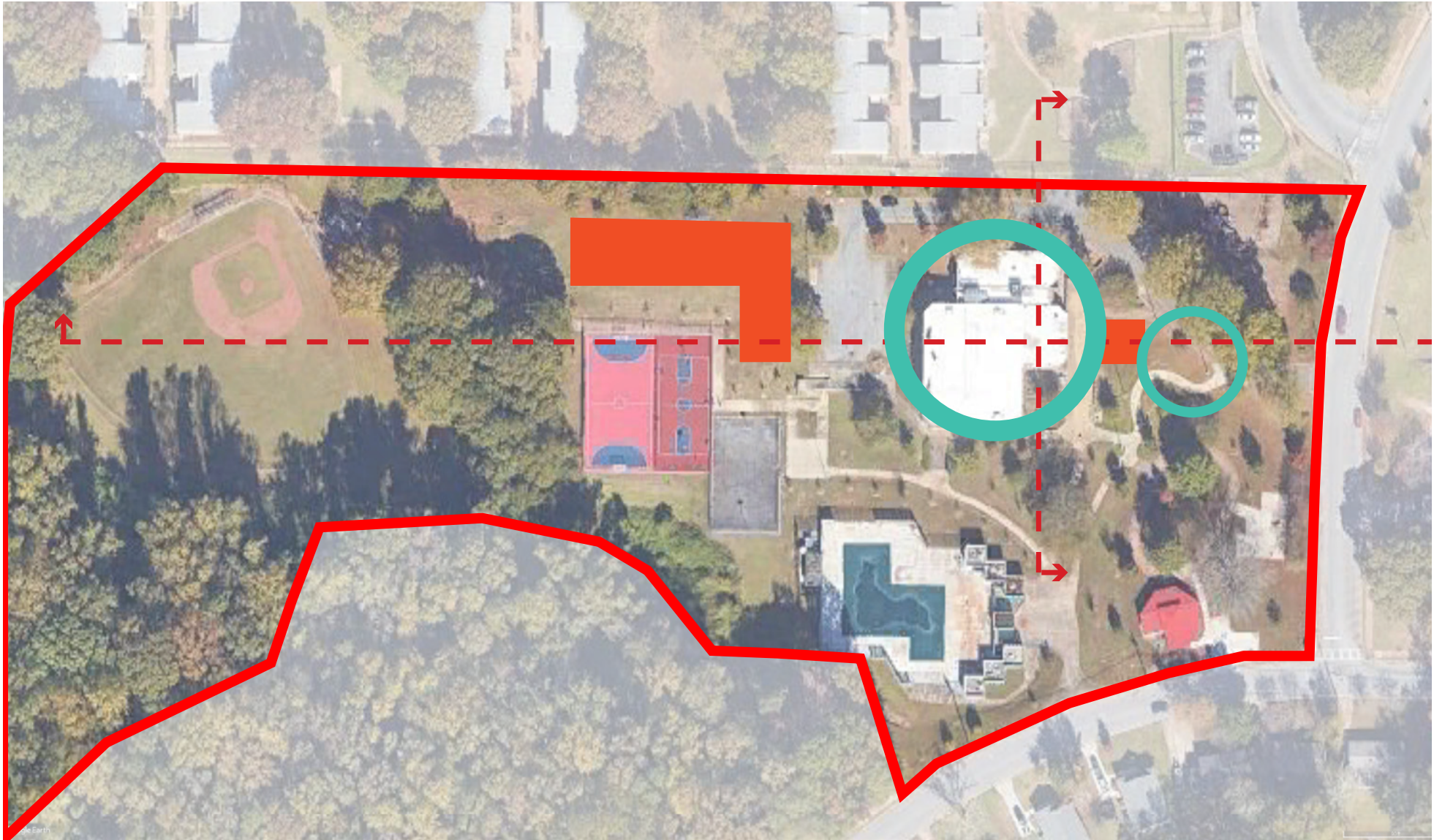
SITE 1.2 THOMASVILLE HEIGHTS ELEM.



SITE 1.3 CHURCH

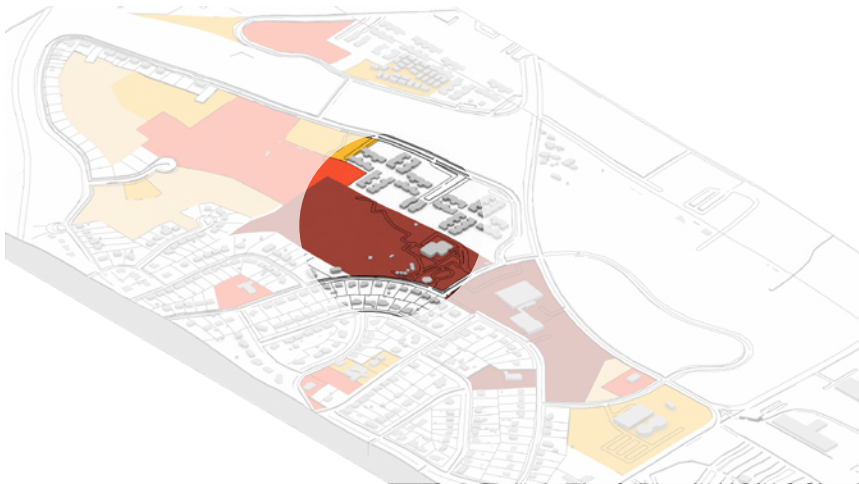


SITE 1.1 RECREATION CENTER



SITE QUALITIES
SITE SELECTION

-In phase one of the design, the rec center is planned to be the community center point of the plan. it will display the planned spaces and be a nexus for future design moves.

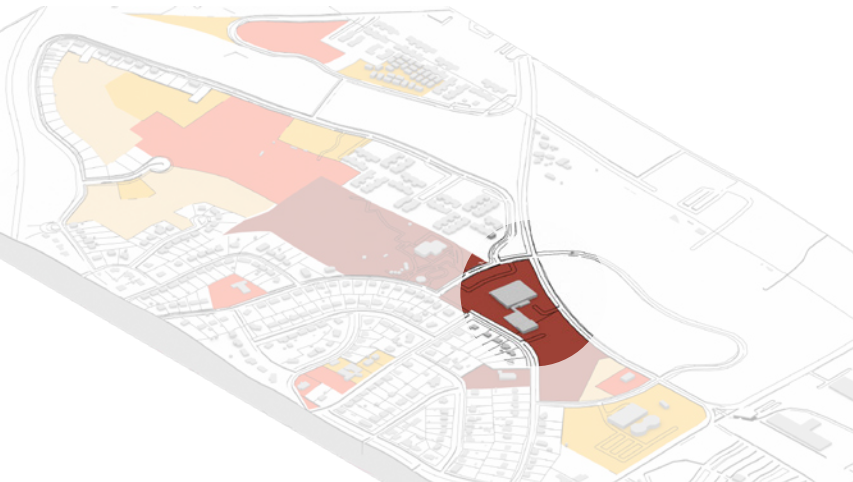


SITE 1.2 THOMASVILLE HEIGHTS ELEM.



SITE QUALITIES
SITE SELECTION

-The school already has a large garden plot and more land outside of it that is unused. this space can become community garden space with the purpose of fueling the market space design. the school is the educational center point of the plan.

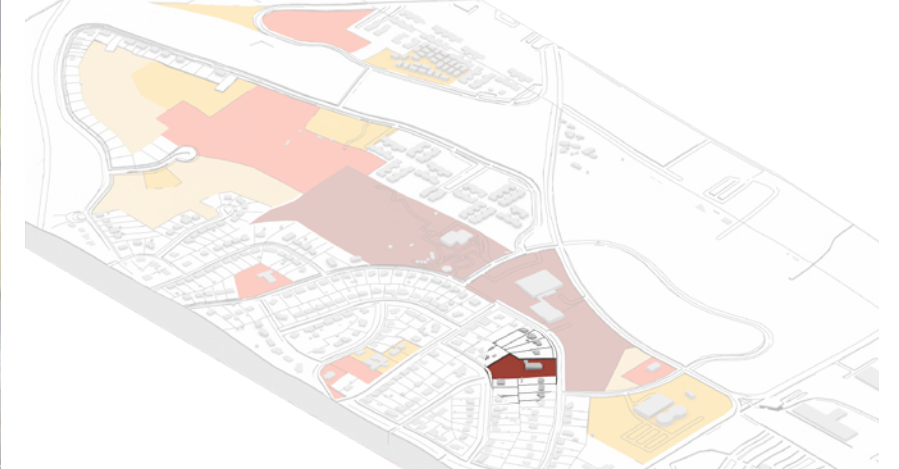


SITE 1.3 CHURCH



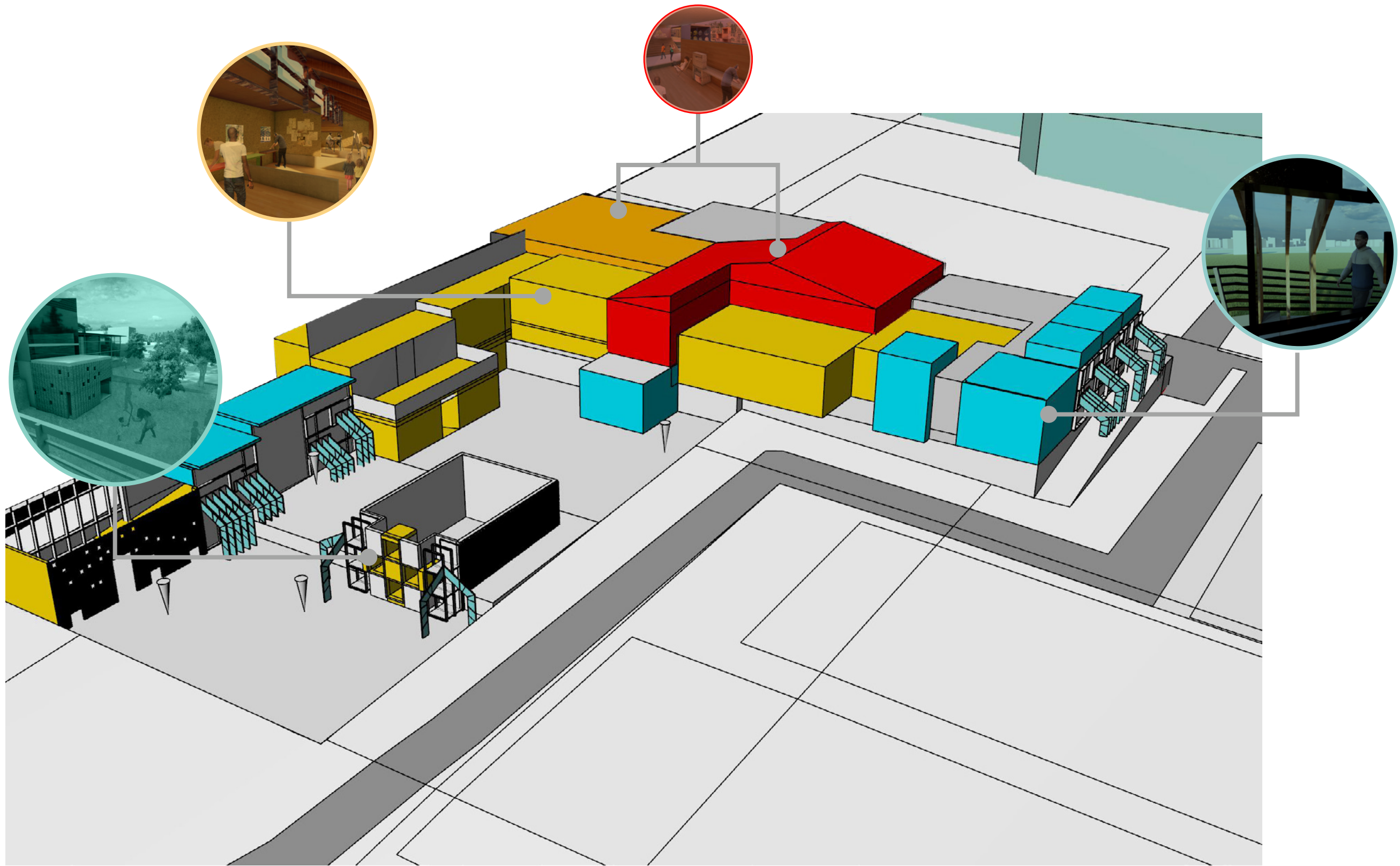
SITE QUALITIES SITE SELECTION

-Churches around the site will formulate around the allocation of a reading landscape or of an open installation. many of the church yards are vacant and unused with will bring activity and purpose to abandoned, but once central, lots.



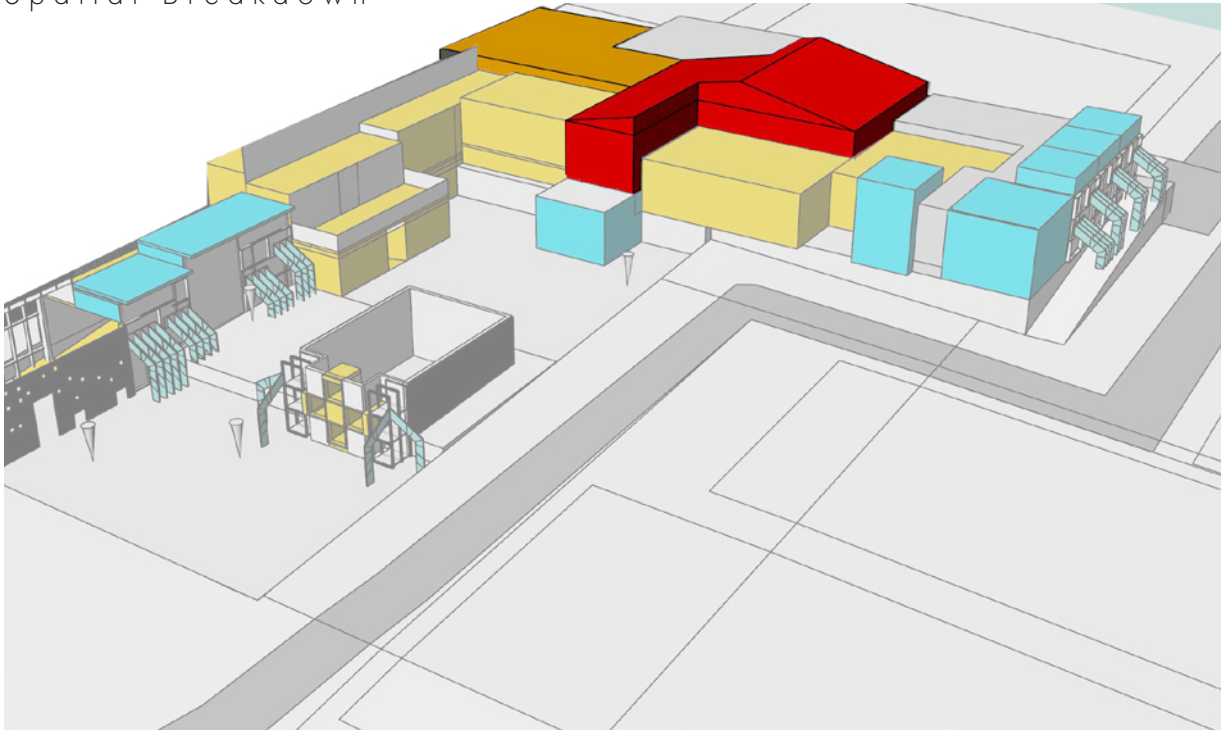
4Program

Analysis of Spatial Requirements in Makerspace



PROGRAMMING

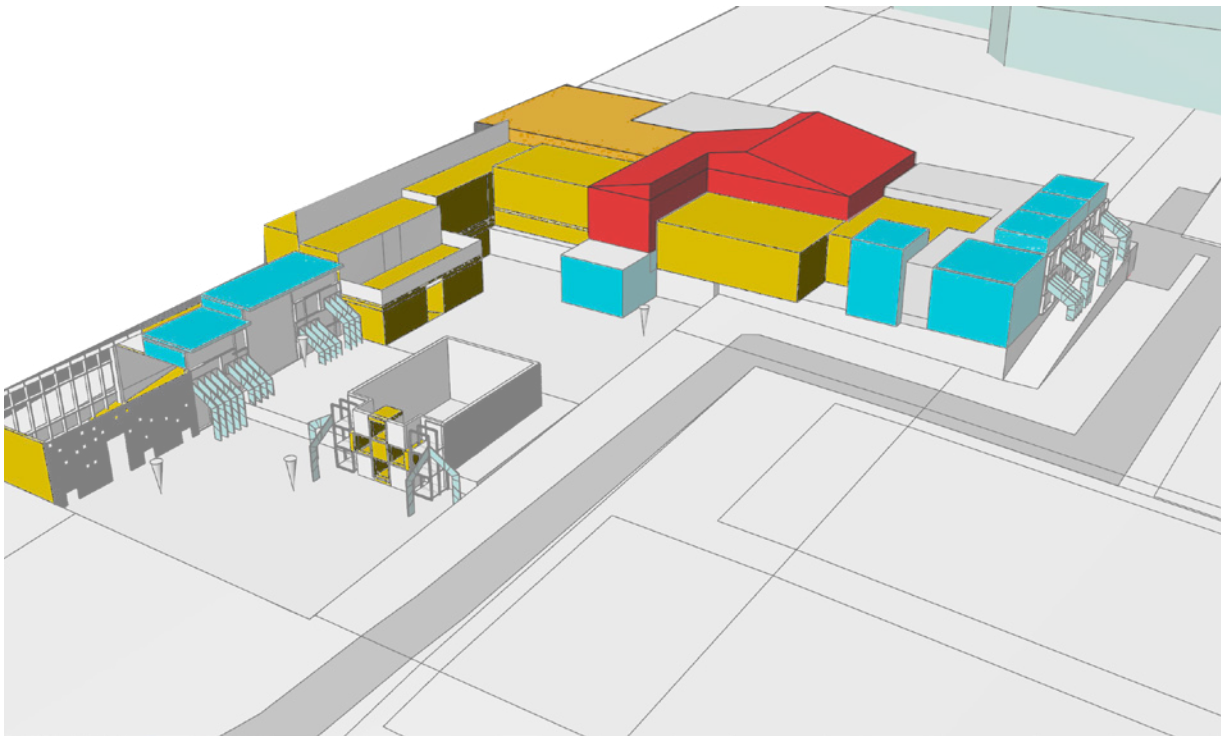
Spatial Breakdown



MAKER ROOMS

The MAKING program of the proposal consist of a wood and a metal shop area. These spaces need large areas as there will be machinery and activity. The rooms are meant to hold 16 people max at a time. This program will introduce the possibility of making to the neighborhood, allowing the inhabitants to take control of their environment, to make it their own through beautification and design investigations

- Metal Working Area 1500sf
- Wood-Working Area 1300sf



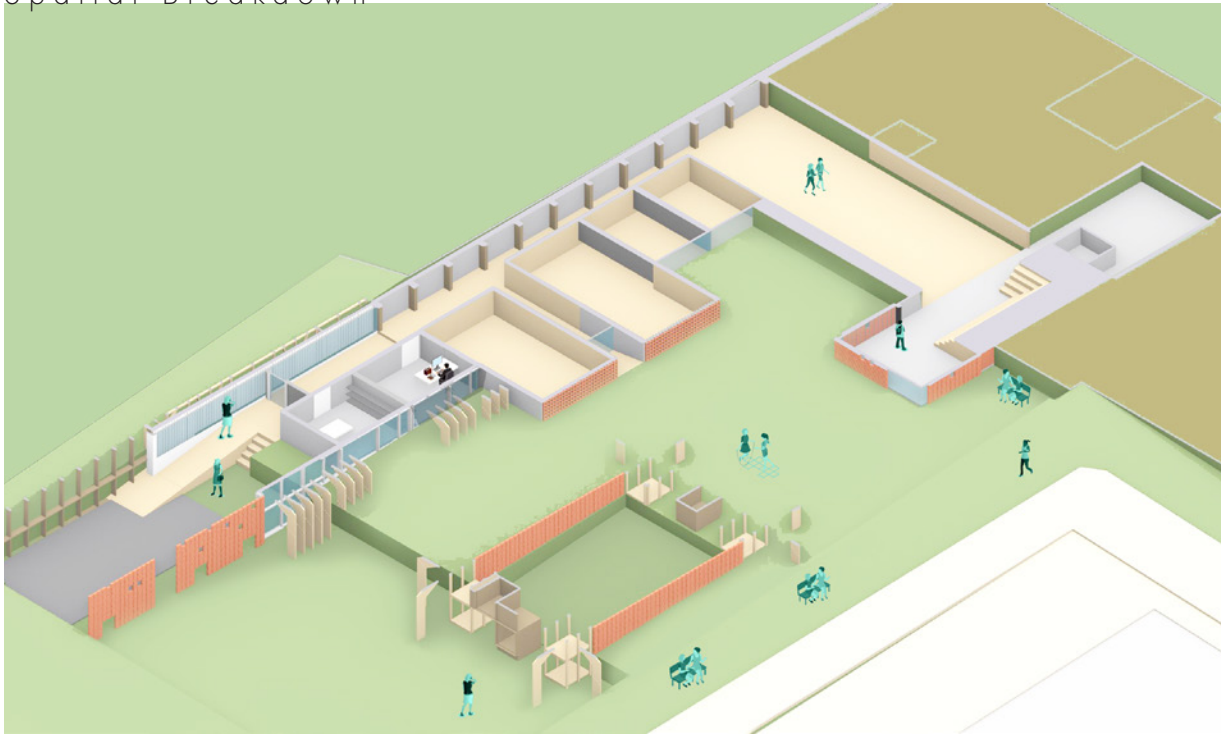
LEARNING ROOMS

Making is not only limited to spaces in which there is heavy machinery and wood and metal. Making can be about collaboration and natural investigation as well. In the design There are conference rooms and class room spaces meant for the users of the building to come together to make something new.

- Office/Conference 1200sf
- Class Type Spaces 3100sf

USER GROUPS

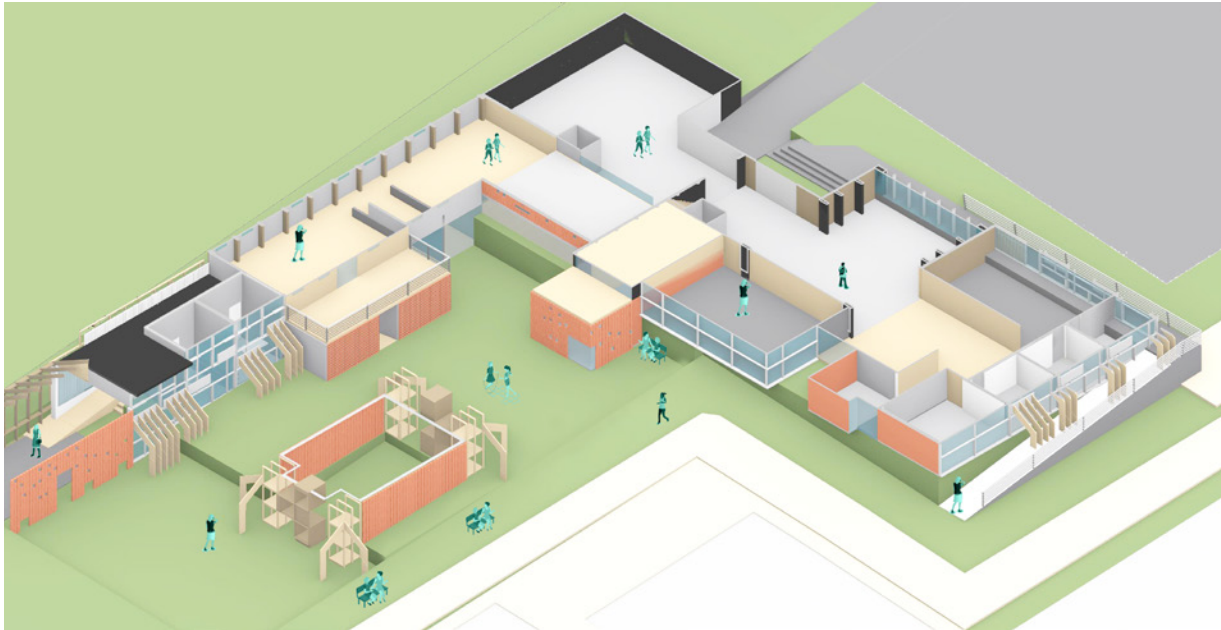
Spatial Breakdown



LEVEL ONE






The Lower Level of the Building consists of many of the play driven programs of the design. Here there are gathering rooms and spaces, offices, explorations rooms and the main restrooms.

-  gallery
-  offices
-  classrooms
-  labs
-  restroom
-  courtyard
-  playgrounds



LEVEL TWO

The Upper Level of the building (main level from the parking lot. Has a service entrance connected with a drive up loading area near the existing recreation center parking lot. 0

-  classrooms
-  offices
-  entrance
-  metal shop
-  wood shop

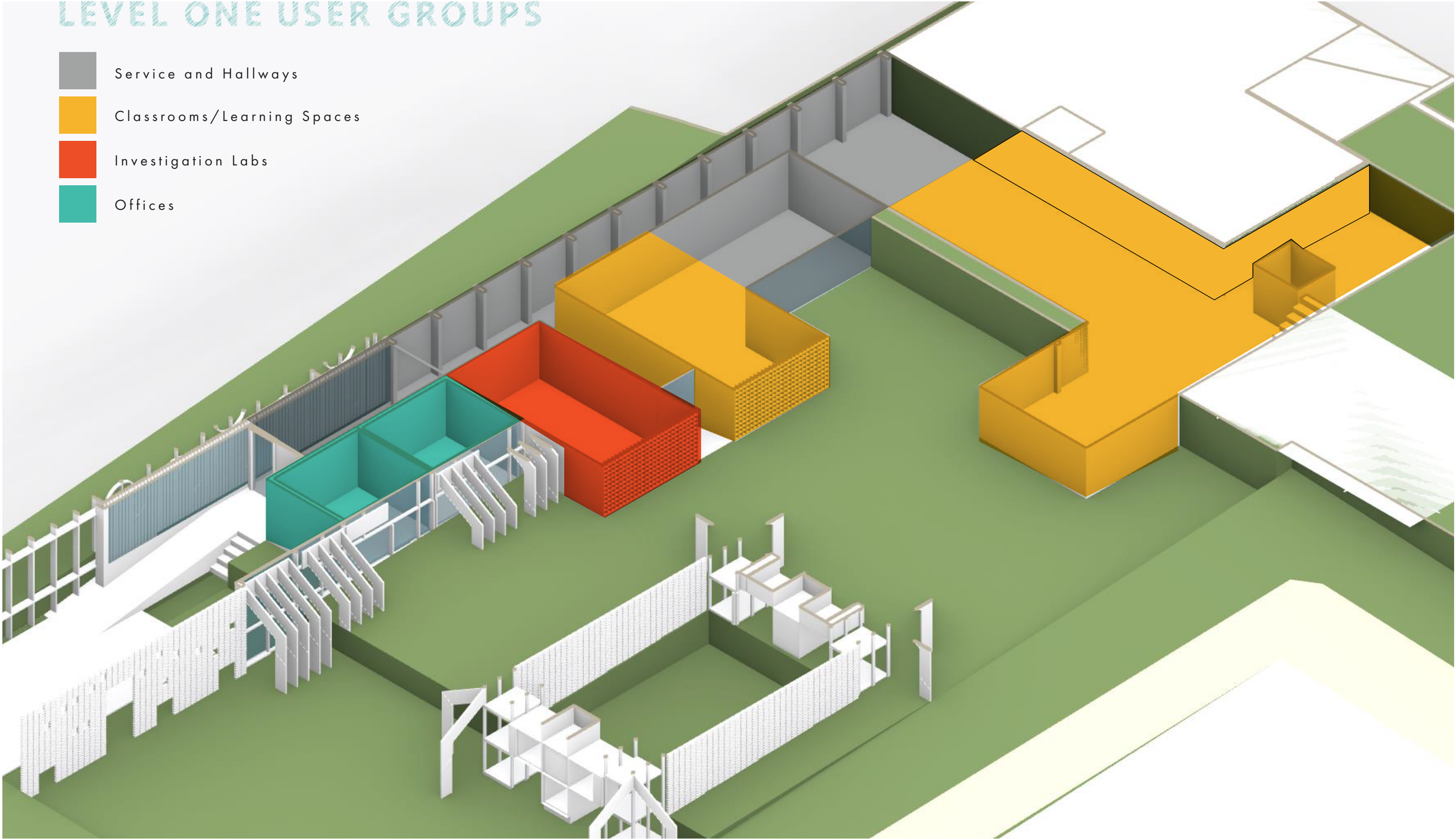
Design Site Plan

Forest Cove
Apartments

Thomasville Heights
Recreation Center

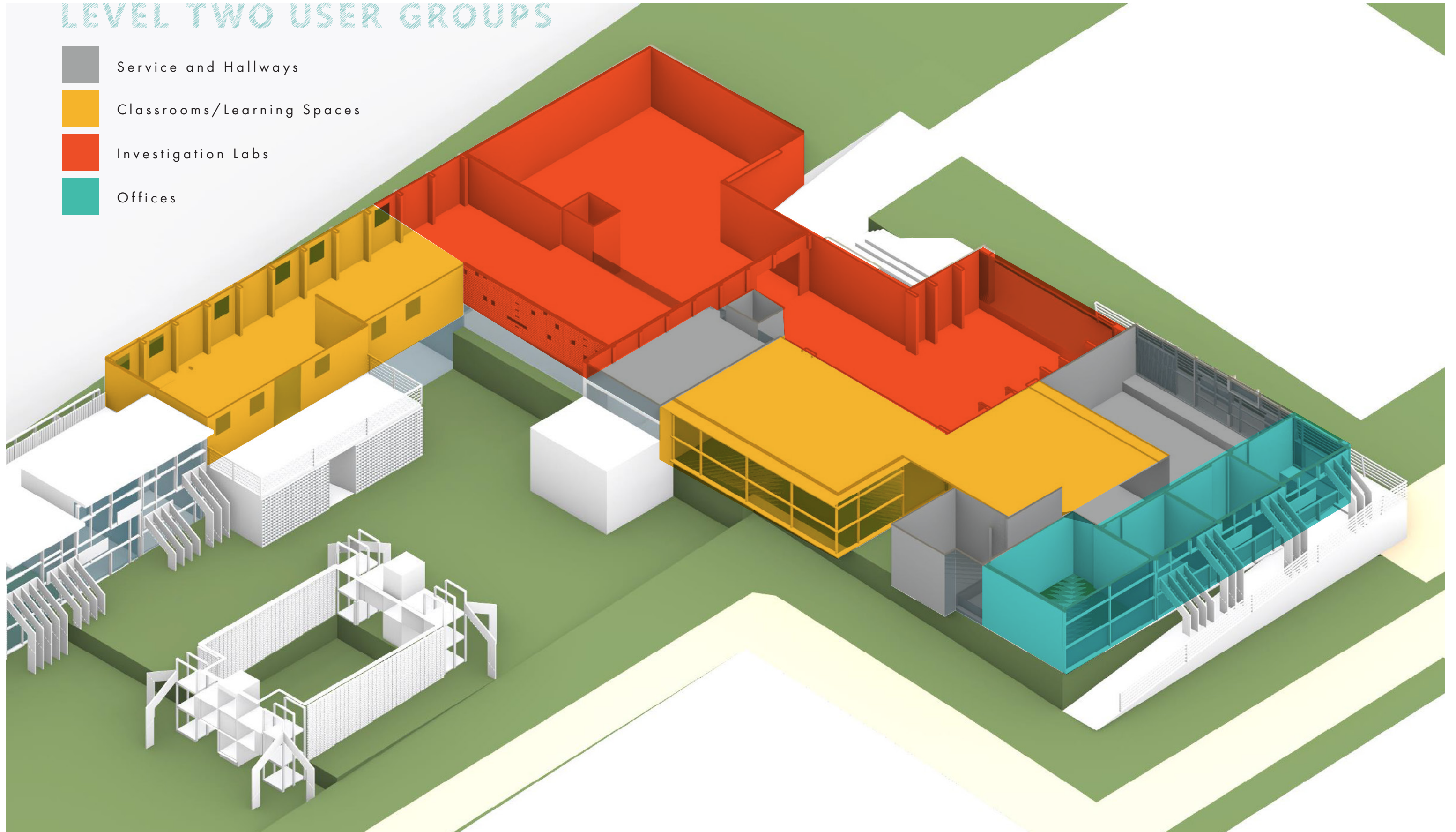
LEVEL ONE USER GROUPS

- Service and Hallways
- Classrooms/Learning Spaces
- Investigation Labs
- Offices



LEVEL TWO USER GROUPS

- Service and Hallways
- Classrooms/Learning Spaces
- Investigation Labs
- Offices



DESIGN SECTION PERSPECTIVE



The design of the maker space is meant to incorporate connection of indoor to outdoor space. In the Sections to come, this relationship is shown. The materials used in the spaces are also used as part of the didactic environment of this Makerspace.

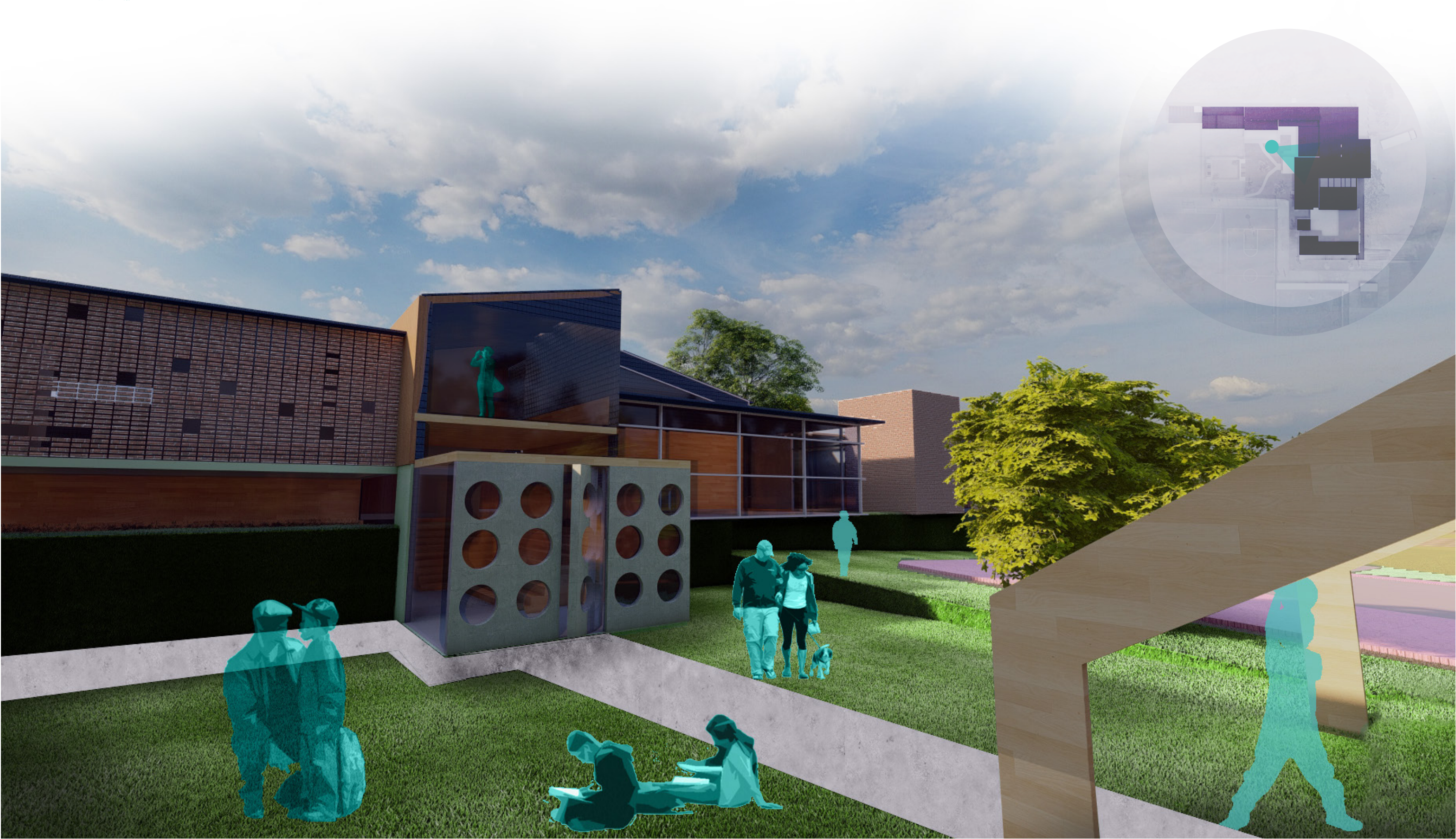
DESIGN SECTION PERSPECTIVE



DESIGN SECTION PERSPECTIVE



THE COURTYARD



TRANSITION SPACE



LEARNING SPACE



WORKSHOP



5 Design Investigations

The Module and The Folly

The Folly

A folly is an ornamental structure built for the enjoyment of those around it. Historically the folly was created as an element of architectural exploration used by the rich to show their wealth. A structure with no purpose; the folly was made to be outlandish, a new thing set in an unfamiliar landscape.

In this thesis the historic meaning of the folly will be questioned and changed, as this Neighborhood, Thomasville Heights, is not one that would just put resources into luxurious elements with no purpose. But with an investigation that uses the follies as learning elements strategically placed through the community, the environment of Thomasville Heights can be completely changed to meet that of an educational one.

Making the community aware of what these elements could do would better the long term outcomes both for the education of the children and for the other inhabitants in the area,

The Module

noun-
each of a set of standardized parts or independent units that can be used to construct a more complex structure, such as an item of furniture or a building.

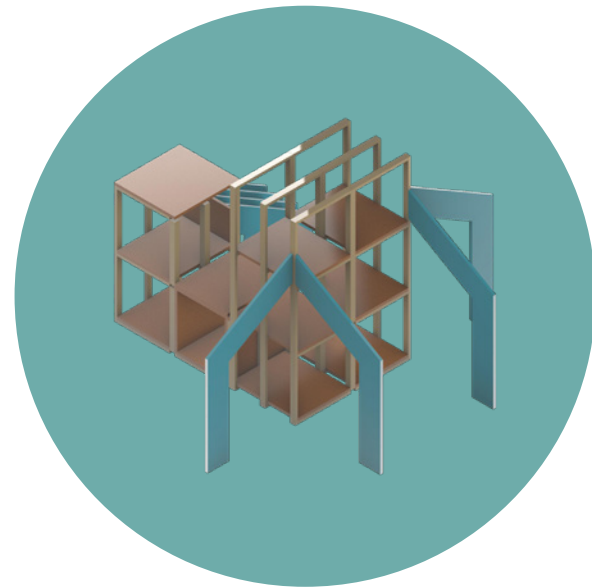
With the neighborhood surrounded by industrial yards, an approach that not only makes the design of the sites able to be replicated, but also didactic in reference to the environment. The



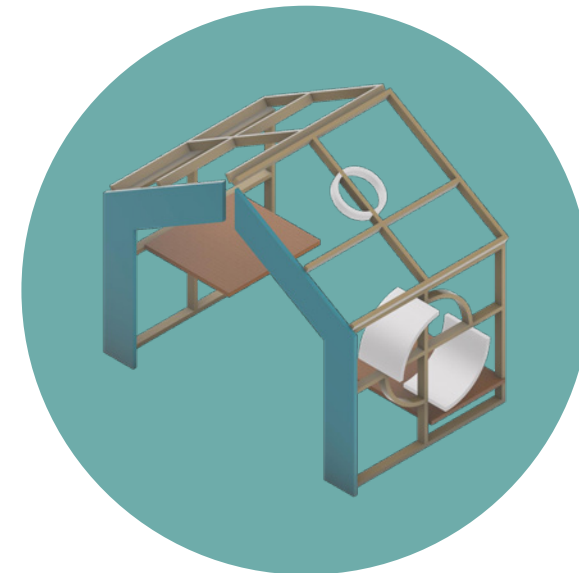
Fig18



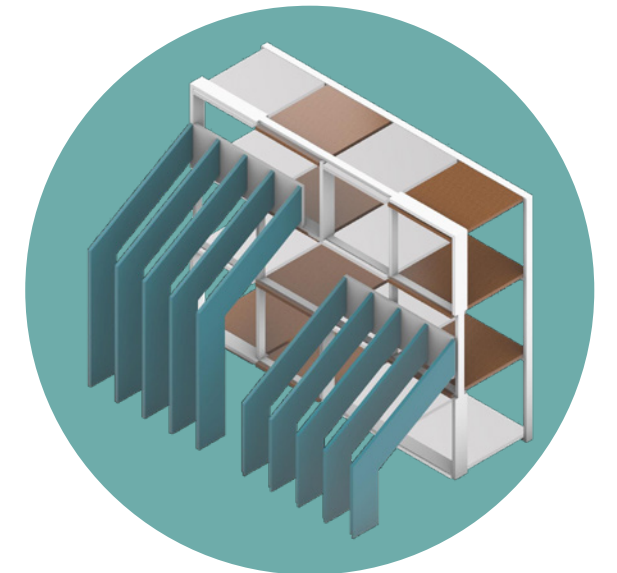
Greenhouse



Playscape



Shadow Scape



Material Library

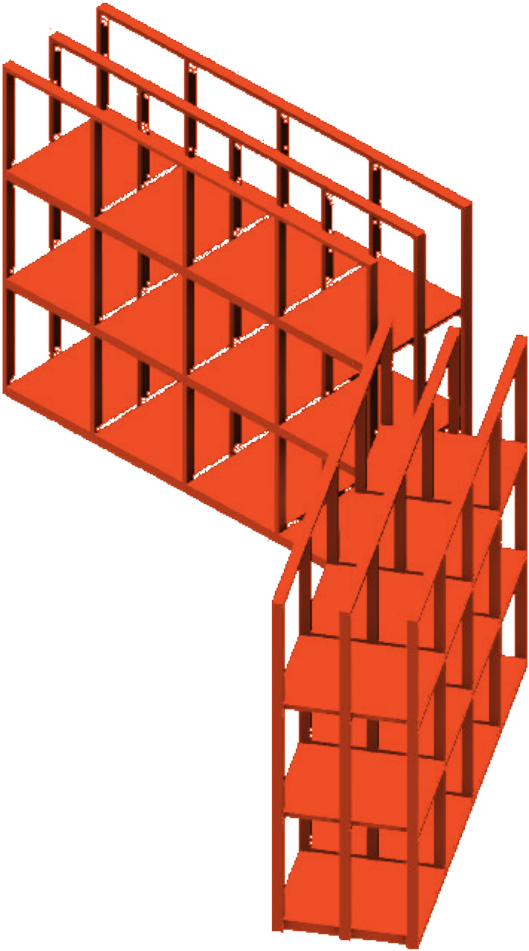
MATERIALITY

Material Library

Interactive Element 3

The Material Library element is meant to incorporate a variety of materials plated to act as shelving for interaction. On this element there would be possibility for plant life, stacked materials and if a top it added to the system, it should also act as a books scape.

Because this element is meant to be didactic in its use of material, the possibilities of the shelves on it are the material investigations and are movable and replaceable, creating a grid system for material properties to be explored in juxtaposition with one another.



CONCLUSIONS



Fig21

grid development



final structure



NATURE

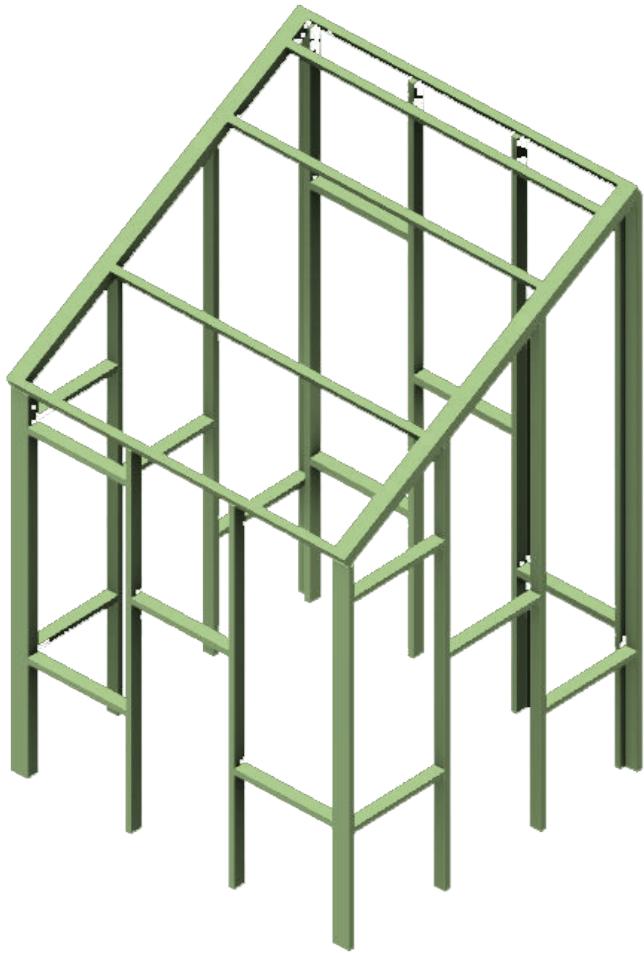
Greenhouse

Interactive Element 2

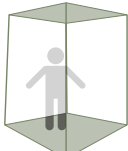
The Green house element would site on the existing school site in the first phase. The intent of this element is to add to the garden that the school has, pushing the module directly onto an educational site, and adding to a program that it already has.

The second element NATURE is designed to incorporate basic ideas of nature, mainly space and earth.

Water: interaction of water and the materials of the greenhouse itself would act as an didactic element here. Water is required for plants to grow within this system, so this is a passive element of this didactic environment.



WATER



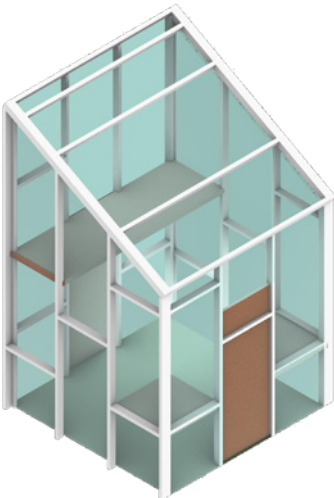
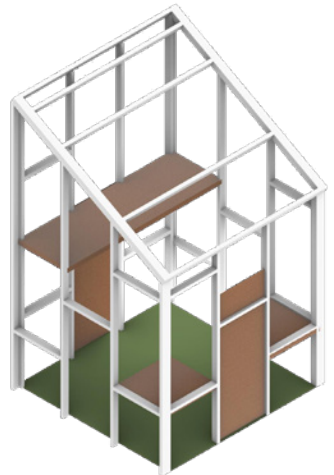
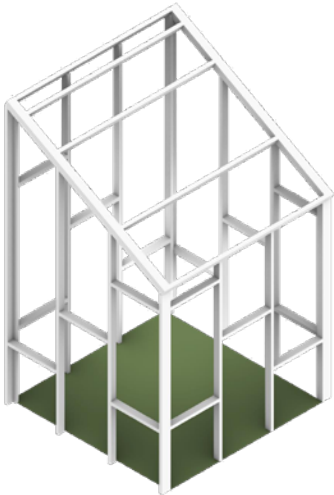
SPACE



EARTH

Fig20

grid development



final structure



Playscape

Interactive Element 1

The intent of the Instances is to incorporate the elements of a didactic environment explored in previous research. This is done by taking a few simple MODULES and turning them into different instances meant to be places on the strategically chosen points throughout the community.

The first Element PLAY has been constructed to incorporate climbing and reading. It would also show off the material used to building it, as it is a bare structure.

Use of Senses:
This System uses the senses as it provides platforms for different objects and points of interaction.

Climbing and Balance:
The system introduces the stepped shelves on which the users can climb and interact. These shelves in this version of the element will be wood, but because of the simple structure, the play scape can be made in a variety of configurations and with a variety of materials, teaching about material interactions and joint connections.

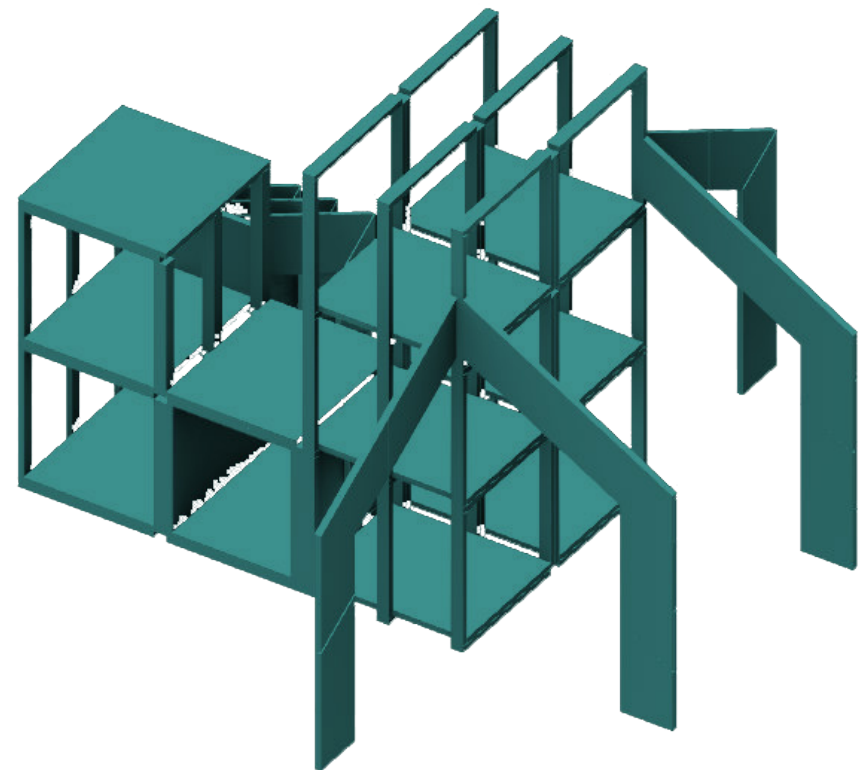
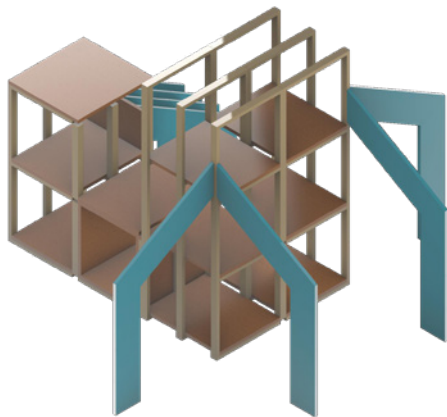
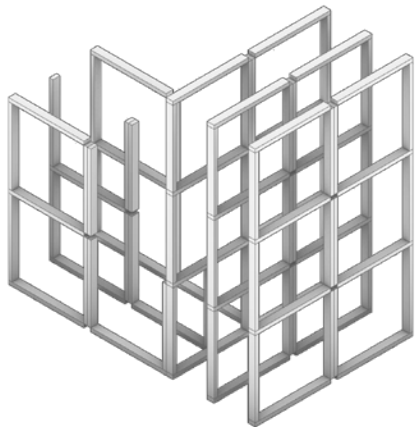
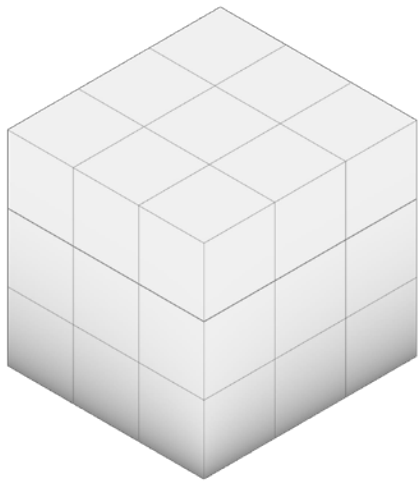


Fig19

grid development



final structure



phasing map | recreation center site

SPATIAL SEQUENCING

Shadow Scape

Interactive Element 4

This element is located at the point in between the existing school and the existing recreation center. It would experience different user groups at various times of day and in this would create an entry point for the two programs.

In using this element as an interaction point, the sequencing of the space becomes affected as shown in the analysis properties in the user group and the time it is being used as the sun would act upon the framework as though it were a sun dial.

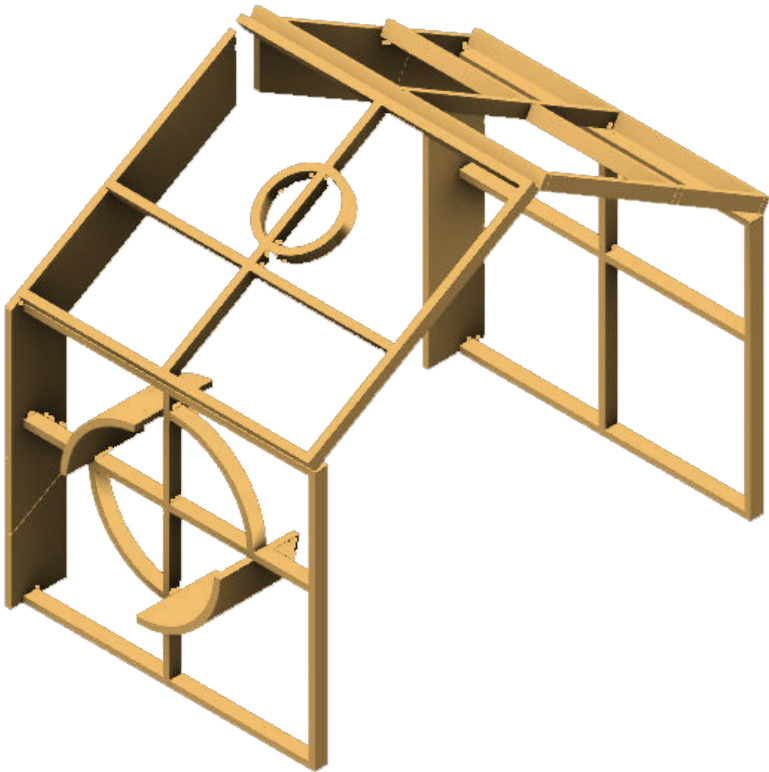
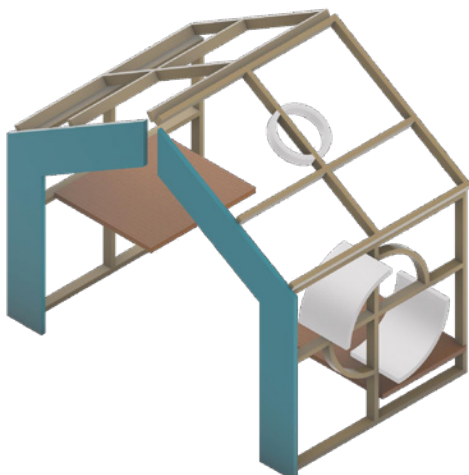
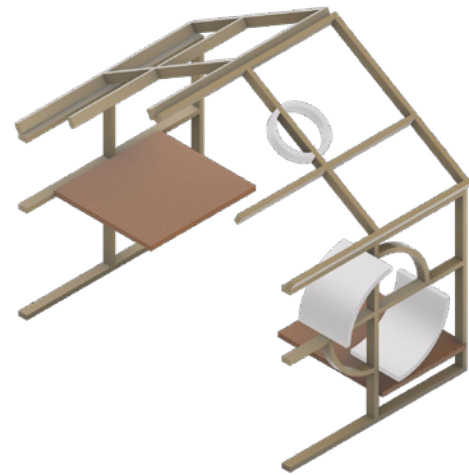
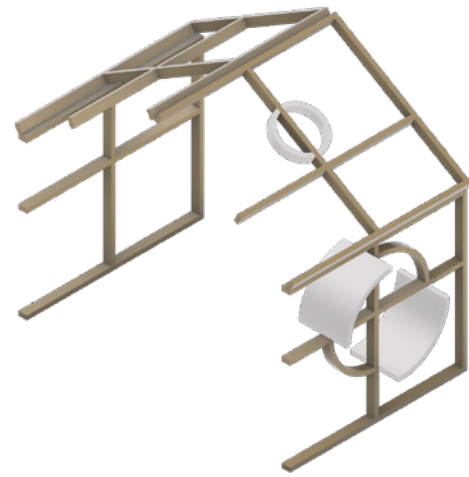


Fig22

grid development



final structure



6 Design Conclusions + Focus

Call for Spaces

A PLACE IN THOMASVILLE HEIGHTS

Design Conclusions + Focus

In conclusion the spaces designed would encompass the concept of building together. This project calls for planners, administrators, and architects to take an aggressive position on integrating the design practices that occur between schools and communities, especially in low-income areas, where both financial and familial resources can be low, or otherwise not available. By fostering a relationship at all possible levels of a school's environment, this project creates a new framework for the design of a didactic neighborhood; with tactics of designing with nature, spatial sequencing, materiality, and playfulness for creating new external learning environments throughout a community.



DESIGN SWOT ANALYSIS

S STRENGTHS

- If successful, this plan would create a cohesive confident prosperous and happy environment for the community.
- It would raise the quality of life in Thomasville Heights.
- A design in which there is program meant to promote using existing and learned skills values participative development, and the growth of a continuous culture of trans-generational learning.
- Older urban community schools, rather than being renovated, are often abandoned in favor of larger new suburban schools located farther from community centers, further hindering children’s ability to walk or bike.²⁵ Hazardous routes that prevent children from walking and bicycling to school can be improved when there are the resources and political will to make changes, such as those promoted by the Safe Routes to School initiative.²⁶ (Dannenberg)
- The addition of a program that can operate through a variety of narratives would introduce a new kind of positive environment that influences culture around education

W WEAKNESSES

- In a community where there are not many resources, when resources are made available, sometimes it is unknown what to do with them. In the long run these new resources end up abandoned, neglected or mistreated.
- A project with this much longevity while it gives time for fund raising, it also leaves time for the project to be forgotten or for momentum to be lost.
- This would require interested parties to participate in developing the follies and to teach in the woodshop spaces.
- Makerspaces already exist within Atlanta, they are in wealthier areas, with more funding readily available.
- A community design plan such as this could strike fear within the residents, as it is not heard of and as stated above usually programs like this are implemented in areas with more resources, if this were to come about in an area like TH. Atlanta residents could be fearful that the program would push them out of the community.

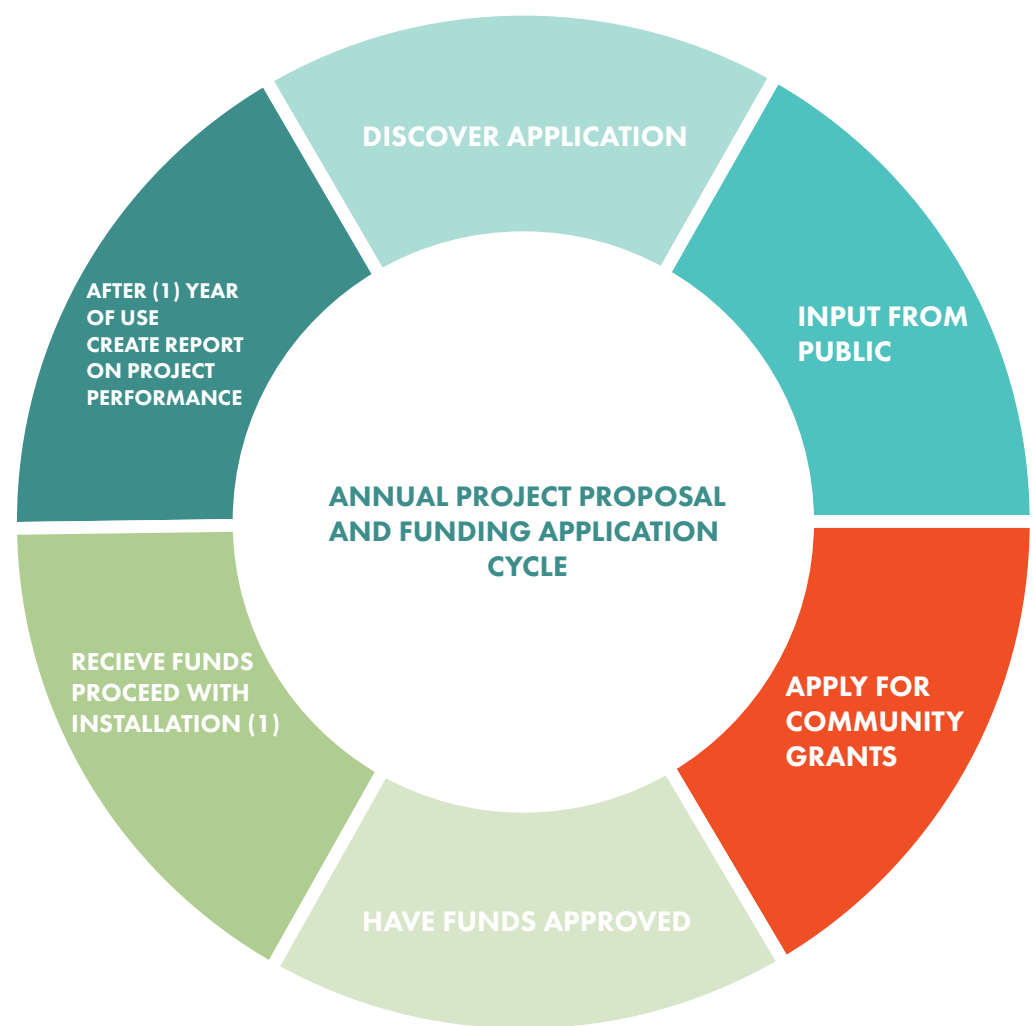
O OPPORTUNITIES

- Showing a community a new type of education and learning, opens doors and routes of exploration that the inhabitants of all ages
- Because of the surrounding undesirable programs there is the chance that while this program would boost the quality of possibilities within the neighborhood, the surrounding context would not make for an environment most newcomers would want
- In Thomasville Heights there are high numbers of children and older people, this opens opportunity for the transfer of generational information and skills. In communities like this there are people who have skills, but sometimes lack the resources to train others in their skills. This project proposes a place for this to occur.
-

T THREATS

- In the beginning, this could promote curiosity of both the good and bad kind. While much of the equipment needed would be large and hard to just walk away with; this would not stop people with ill intent from those who may have it.
- Enacting a proposal of community development could potentially flip the status of the community. This would be economically good for the area, but as seen in previous community developments, it pushes out those who have lived there.

FUNDING OPPORTUNITIES



Funding

Economic Importance

Traditionally, businesses and leaders concern themselves with their bottom lines—or, the monetary profits their businesses made. Today, more leaders have begun to think sustainability. The triple bottom line theory expands the traditional accounting framework to include two other performance areas: the social and environmental impacts of their company. These three bottom lines are often referred to as the three P’s: people, planet, and profit.

In order to draw in the businesses and funders of this new age, the plan of this community has to meet the requirements of the triple bottom line.

There are funding programs that exist in the city of Atlanta. By reaching out and applying to those programs through a thoroughly done proposal funds for a program such as this would be possible.

United Way Atlanta is one of these programs as well as the Community Development Block grants and The community Foundation for Greater Atlanta.

Fig14

COMMUNITY ENGAGEMENT

Understanding the Proposal

Importance of Growth

Sustainable and Safe Communities

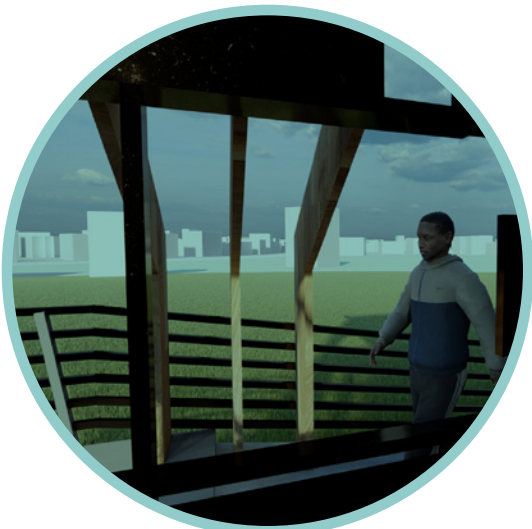
This Project investigates how a low-income urban community can be adapted into a didactic environment using both the community and its elementary school to create a bridge between early childhood learning and community. This will be done by exploring elements of the elementary school, the community and of architecture to develop an approach through which resources of the community are given the chance to become multifaceted. In doing this both funding elements and design tactics will build up a sustainable community model. In the chosen community students walk home more than not and this thesis aims to create environments that allow for safe and educational journeys throughout the neighborhood.

Human Development and Well-Being

The environment created is meant to be didactic. As many students of the local elementary school must walk home, they are forced to walk through a deteriorating, unsafe environment. Using elements found to be encouraging to the educational development — connections to nature, spatial connection, and development through play — this didactic environment will be explored. To develop deeper understanding for what these elements mean to that of a student I am investigating the work of Maria Montessori on Nature in education, and research from Faculty at the U.Melbourne on school as a socio-spatial assemblage are also being analyzed.

“You drown not by falling in the river
but by staying submerged in it.”

-Paulo Coelho



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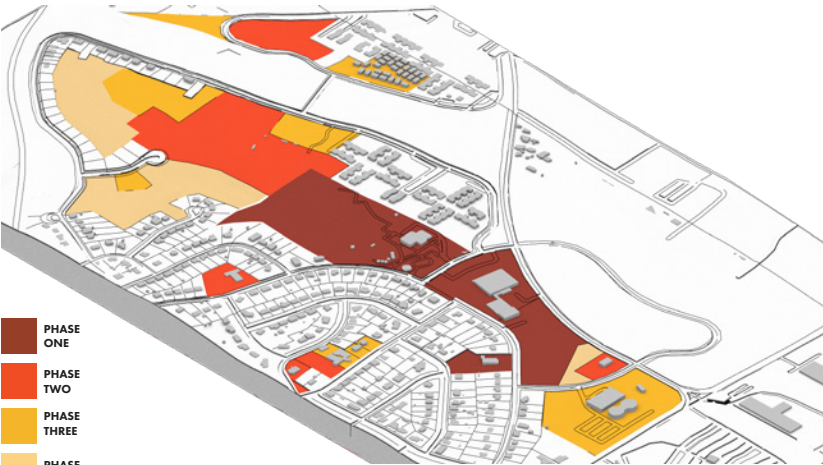
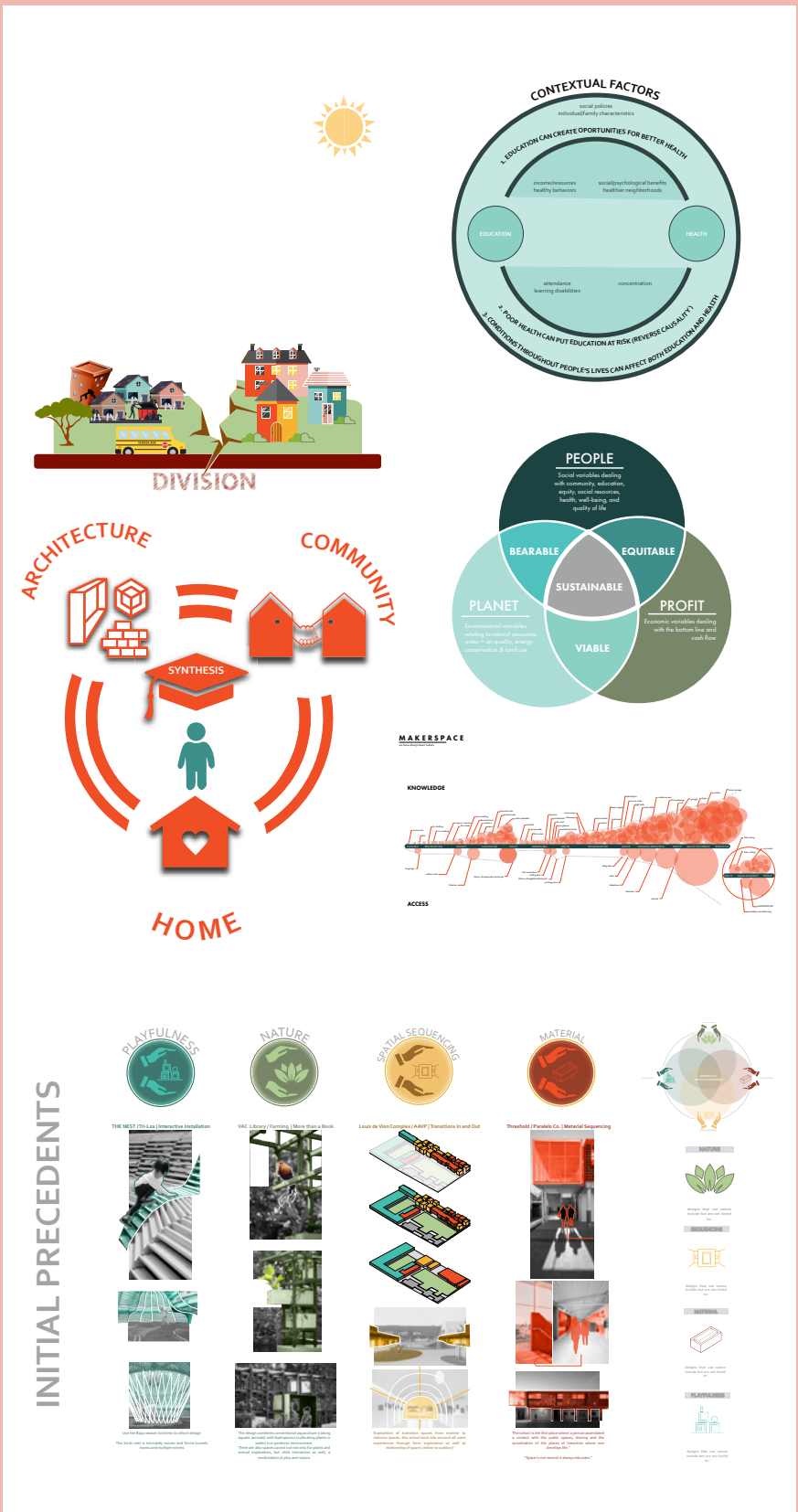
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Key Drawing Index

Project at a Glance



SITE 1.3 CHURCH



SITE 1.2 THOMASVILLE HEIGHTS ELEM.



SITE 1.1 RECREATION CENTER

